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Ki Hyung Hong

Date of Birth — Date de naissance
May 19th, 1939

Country of Birth — Lieu de naissance
Seoul, Korea

Permanent Address — Résidence fixe
Korean Educational Development Institute
Woomyun-Dong, Gangnam-Gu
Seoul, Korea

Title of Thesis — Titre de la thèse
Prevention of Dropout In The Air and Correspondence High School in Korea

University — Université
The University of Alberta

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1982

Name of Supervisor — Nom du directeur de thèse
C.Y. Oh, (ph.D)

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Prevention of Dropout In The Air And Correspondence High School in Korea

by

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A THESIS
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NAME OF AUTHOR Ki Hyung Hong

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(SIGNED) Ki Hyung Hong

PERMANENT ADDRESS:

Dept. of Air and Correspondence
Education
Korean Educational Development
Institute
Woomyun-Dong, Kangnam-Gu
Seoul, Korea

DATED March 12th 1982

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled Prevention of Dropout in the Air and Correspondence High School in Korea submitted by Ki Hyung Kong in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Secondary Education.

Chongyol Oh
Supervisor

K.G. Jacknicke

R.S. Patterson

W.G.D. Smith
External Examiner

Date March 12, 1982

ABSTRACT

The purpose of the study was to investigate the causes of the dropout phenomenon at the Air and Correspondence High School (ACHS) in Korea and to suggest possible strategies for its prevention, from the institutional standpoint. Due to the complexity of the causes of the dropout situation, a combination of research methodologies - questionnaire and interview - corresponding to quantitative and qualitative approaches, respectively, was used.

Using the quantitative approach, a questionnaire containing 24 items was developed and administered to a total of 648 participants comprising dropouts (168) and non-dropouts (480) selected randomly from the 1980/1981 registration records of the ACHS. The questionnaire was structured in a multiple-choice format designed to elicit factual responses.

A non-structured interview schedule was used to elicit more detailed responses on aspirations, expectations, attitudes, opinions and experiences of students who had enrolled and dropped out of the ACHS. Ten participants were interviewed - five dropouts and five non-dropouts. The question which governed the whole purpose of the interview attempted to find out what the perceptions of the students were regarding the ACHS system and any difficulties they

might have encountered in the course of pursuing their studies in the system.

From the analysis of questionnaire and interview data, the following were the major findings: (1) The majority of the students of the ACHS come from low socio-economic backgrounds; their academic performances are often very poor. (2) The students of the ACHS exhibit an inferiority complex vis-a-vis those of the regular high schools. (3) Most of the ACHS students find it difficult to understand courses; the present curriculum of the ACHS does not seem to be appealing to the students. (4) The students do not seem to be familiar with the present instructional methods used at the ACHS, especially instructions by radio. (5) Students associate the dropout situation at the ACHS with lack of guidance and counselling services. (6) Students express the need for more flexibility in school policies and administrative support to eliminate social and academic discrimination often suffered by the ACHS graduates.

From the findings of the study, the researcher made a number of recommendations designed to prevent the dropout situation. The major strategies suggested are in the areas of social and academic discrimination, curriculum, revision, improvement of instructional method, and counselling services in the ACHS.

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CHAPTER I

INTRODUCTION

Background and Justification for the Study

The "Air and Correspondence High School (ACHS)" of Korea was established in 1974 to cater to the needs perceived by the Ministry of Education for continuing education for youth and adults who did not complete senior high school in the regular system. However, during its short period of operation, the ACHS has experienced some problems, one of which is the high dropout rate of students.

Korean educators are concerned with this problem of wastage in education (Brimer and Pauli, 1971), which occurs in two major ways. First, there is a failure to hold students within the systems. Second, there is a failure to set appropriate objectives; this results in inefficiency as plans set out by the government cannot be achieved.

Data based on the "Education in Korea (MOE, 1980)" show quite a difference in the drop-out rate between students who attended the ACHS and those who attended the regular senior high school. Statistics compiled in 1979 reveal a 54.5 per cent student drop-out rate prior to graduation from ACHS, compared with a rate of only 9.6 per cent for students in regular senior high schools. Obviously, such a drop-out rate is a serious problem for the ACHS program.

As Table 1 shows, 5,861 students were admitted to the ACHS in 1974, 12,269 students in 1975, 7,833 students in 1976, 10,095 students in 1977, and 10,299 students in 1978, but not all of the students who were admitted continued their studies.

Table 1

Number of Students by Year and Grade

Year	1st grade	2nd grade	3rd grade	Graduates
1974	5,861 (100)			
1975	12,269 (100)	3,692 (66.9)		
1976	7,833 (100)	8,081 (65.9)	2,894 (49.4)	
1977	10,095 (100)	5,343 (68.2)	6,848 (55.8)	2,680 (45.7)
1978	10,299 (100)	6,382 (63.2)	4,335 (55.3)	5,827 (47.5)

Source: Ki Hyung Hong et. al. A survey of the actual conditions of the ACHS, 117.

For example, 38.1 percent of the students admitted in 1974 dropped out in the first year, 12.5 percent dropped out in the second year, and 4.7 percent in the third year. Only 45.7 percent of the students admitted in 1974 graduated. Of the students admitted in 1975, 52.5 percent dropped out during the three years (34.1 percent in the first year, 10.1 percent in the second, and 8.3 percent in the third).

From this viewpoint, research related to the prevention of students from dropping out is very important both to the students and the institute.

However, despite the very extensive literature on the drop-out rate from regular public schools and higher education not much is known about the reasons for the high dropout rate in correspondence schools. Studies made so far in the field of education have not paid much attention to the problems and difficulties of the ACHS students as a special category. Furthermore, many of the dropout studies have looked for certain basic personality characteristics that would help one arrive at a generalized concept of the "dropout personality" rather than for those types of individual orientations that might be differentially related to attrition in various types of institutional settings.

A paper, "Dropout Prevention: A Model for Educational Change", by Change and Sarthary (1972) points out that much of the responsibility for the "dropout problem" lies with school systems and educational practitioners within them. This means that any attempt to reduce the dropout rate must be concerned with the institutional characteristics of the schools. That is, the institutional programs and services may be important factors in keeping individual students from dropping out of school. A study by Tinto(1975), for instance, assumed that the quality of institutional factors (resources, facilities, structural arrangements, and composition of its members) is related to differential rates of dropout. Tinto suggested that at all levels of achievement, ability, and educational aspirations, students at higher quality institutions are more likely to improve than are similar students at lower quality institutions. A good school system can give students hope to transcend their environment by developing faith in themselves and justified confidence in their own abilities. In this sense, dropping out from the school should not be a term of opprobrium but must merely be descriptive. The Air and Correspondence High School in Korea would do well to build into its philosophy greater acceptance of change, dropping out, and even of failure, not in a judgmental sense, but in a descriptive sense. To fulfill these obligations the ACHS should be reaching out to include, not manipulating to exclude, its responsibility as a factor in dropout.

Therefore, the researcher intends to approach the primary sources - the schools and the dropouts themselves - to find out more about what is happening in the system of ACHS and why many students leave before graduation. The main attempt of this study was to approach the dropout problem among the ACHS students from an institutional perspective of management action and involvement. The present study was an exploratory venture in that direction.

The main purposes of the study were following:

1. To outline some students characteristics that could be considered as factors for dropping out of the ACHS;
2. To outline institutional deficiences that could lead to a high dropout rate;
3. To discuss various findings and views on dropout minimization or prevention, and to suggest an operational strategy to prevent the dropout incidents among the ACHS students.

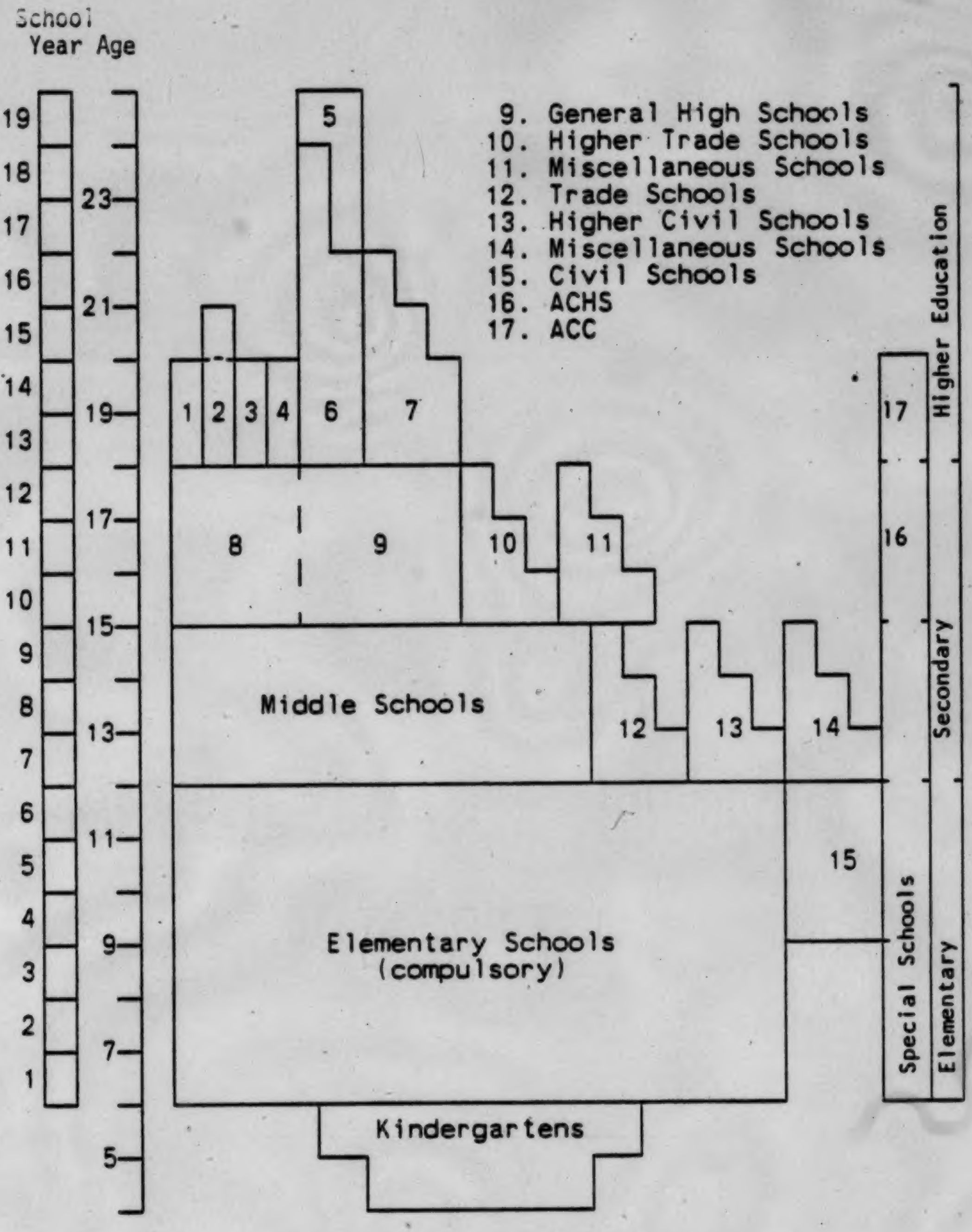
As no studies have been undertaken which investigate factors leading to the high rate of dropping out in the Korean ACHS, this study will be a contribution to the educational field.

It will not only be of relevance to the Korean situation insofar as it involves air and correspondence students, but will also be of benefit to other countries operating similar institutions and to those contemplating opening up such institutions.

The Korean Educational System and Operation of the ACHS

The structure of the educational system of Korea is presented in Figure 1. It follows the 6-3-3-4 pattern representing years of primary, middle, and high school followed by college/university, respectively. The high schools are divided into general and vocational schools, the latter providing education in such fields as agriculture, fisheries, merchant marine, business, and industry. In the Korean edcational system, Air and Correspondence High School falls under the category of special schools, but it offers regular high school subjects only. The higher educational institutions consist of two-year junior colleges and four-year colleges and universities. There are also the Air and Correspondence Colleges which provide those unable to continue higher education with the opportunity to complete a two year course equivalent to the one offered by junior colleges. The statistics in Table 2 show enrolments in all educational levels in 1978.

Responsibility for educational administration in the public sector is shared between the Ministry of Education (MOE) and Regional Boards of Education which operate in nine provinces and the two largest cities. These governmental


School Year
Age
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
23
21
19
17
15
13
11
9
7
5
9. General High Schools
10. Higher Trade Schools
11. Miscellaneous Schools
12. Trade Schools
13. Higher Civil Schools
14. Miscellaneous Schools
15. Civil Schools
16. ACHS
17. ACC
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
Middle Schools
Elementary Schools (compulsory)
Kindergartens
Special Schools
Higher Education
Secondary
Elementary

1. Junior Technical College
2. Junior Vocational College
3. Junior Teachers College
4. Junior College
5. Graduate School
6. Colleges & Universities
7. Miscellaneous Schools
8. Tech. & Vocational Schools

Figure 1. The Current School System.

Table 2

Numbers of Schools, Students and Teachers (1978)

Institutional Level	Number of Schools	Number of Students	Number of Teachers	T/P Ratio Private	Transition Ratio
Primary School	6,426 (1.24)	5,604,365 (1.25)	115,245 (1.22)	48.63 (49.79)	89.7
Middle School	2,012 (36.28)	2,298,124 (39.35)	51,045 (38.70)	45.02 (47.77)	79.3
General High School	717 (52.58)	839,603 (61.09)	25,163 (59.96)	33.36 (33.99)	30.8
Vocational High School	536 (45.89)	614,773 (53.27)	19,288 (49.11)	31.87 (34.57)	9.4
High School Subtotal	1,253 (49.72)	1,454,376 (57.78)	44,451 (55.25)	32.71 (34.21)	22.0
Junior College	112 (67.85)	107,199 (80.64)	4,290 (74.33)	24.98 (27.10)	6.4
College & University	74 (78.37)	2,277,783 (71.48)	11,475 (67.94)	24.20 (25.46)	7.8

Source: MOE, Statistical Year Book of Education, 1978

The figures in parentheses denote the proportion of private to total bodies bear a considerable portion of public education costs and provision at the lower levels of schooling, while private funding shares an increasing amount at the higher levels. The result is three types of educational institution: National (financed exclusively by the central government); public (financed jointly by central and local government); and private (financed by private organizations or individuals).

In connection with the Air and Correspondence education, the MOE's main work is undertaken through the Department of Educational Broadcasting which assumes responsibility for the Air and Correspondence High School. Additionally, an autonomous and independent research institution, the Korean Educational Development Institute (KEDI), provides information to the Ministry. KEDI also was commissioned by the MOE to undertake planning and research on the organization and administration of the ACHS. KEDI is also responsible for the development of curriculum, the production of textbooks, broadcasting of programs and the evaluation of student achievement.

In 1980, forty-four existing regular high schools (eight in Seoul and thirty-two in other cities) were chosen to start the radio and correspondence education program, functioning not only as regular high schools but also as air and correspondence high schools.

The Students

Any person who has completed a middle school program can apply for admission to the ACHS. Such an admission policy has brought a wide range of individual differences in age, occupation, and year of middle school graduation. Age distribution of the 32,683 students enrolled in 1980 is given in Table 3. About 83 per cent of students are of ages between 17 and 25, and only 7.8 per cent between ages 15 and 16, while the majority of regular high school students fall in this latter range. Therefore, most ACHS students have not undertaken any formal education for three or four years since they completed middle schools.

Table 3

The Number of Students by Age

Age Sex	15 - 16	17 - 20	21 - 25	26 - 30	31 - 50	Above 51	Total
Male	640	4,924	3,952	1,685	636	13	11,850
Female	1,915	11,763	6,431	538	186	0	20,833
Total	2,555	16,687	10,383	2,223	822	13	32,683
	(7.8%)	(51.1%)	(31.8%)	(6.8%)	(2.5%)		

Source: Dept. of Educational Broadcasting in MOE (1980)

One important characteristic of the collective students' profile is that approximately 77 per cent of ACHS students are currently in employment, mostly as skilled and semi-skilled workers or service workers in industrial and commercial enterprises.

The distribution of the ACHS students' occupations is shown in Table 4.

Administration and Organization of ACHS

The schools of the air and correspondence programs are operated under close co-operation with the MOE, the KEDI, regional boards of education, and individual high schools. The MOE is responsible for basic policy-making pertaining to the establishment of schools, approval of textbooks, supervision and financial support. The regional boards of education, which are responsible for direct supervision of schools, initiate the establishment of the Air and Correspondence High Schools.

They are also responsible for the admission and distribution of the students to each Air and Correspondence High School, and support KEDI in organizing teacher training and other matters concerning the operation of the program.

Table 4.

The Number of Students Employed in ACHS

Job / Sex	Clerks	Skilled	Semi-Skilled	Commercial	Agriculture	Soldier	Others	Non-Employed	Total
Male	636	1,882	2,848	949	974	383	1,831	2,347	11,850
Female	1,090	5,207	3,501	588	745	1	4,471	5,230	20,833
Total	1,726	7,089	6,349	1,537	1,719	384	6,302	7,577	32,683

Source: Dept. of Educational Broadcasting in MOE (1981)

KEDI's role is to provide textbooks, radio instruction, administration of joint examinations, teacher training, and coordination of the program administration. KEDI research staff also provide basic materials for the MOE's policy guide in the field of Air and Correspondence instruction.

Each high school of the Air and Correspondence is responsible for classroom teaching, evaluation, maintenance of students records, correction, student counselling, and management of other matters necessary for the program.

Curriculum and Instruction

The program offers a three year academic high school curriculum which is basically the same as that of regular high schools. The length of schooling can be extended to seven years from the date of admission. To obtain the ACHS diploma, the student must complete 204 units of each subject. These units cover 14 subjects including Korean, Social Studies, Mathematics, Science, Physical Education, Military Training, English, German, National History, National Ethics, Music, Fine Arts, and Vocational courses. A unit represents 50 minutes of instruction a week per semester, and the student is expected to put in some 1224 hours of study a year divided between self-study (862), schooling (182), and instruction by radio (180).

The methods of instruction which are used in the ACHS are the following four types:

1. Self-study;
2. Radio instruction;
3. Attendance at Sunday classes;
4. Submitting assignments by mail.

(a) Self-Study

The program of ACHS is basically designed to enable students to do self-study at home. The various instructional aids and materials are only supplements to this basic requirement. Referring to the study plan of the textbook and handbook of radio instruction, students are expected to do the self-study for four hours a day. They also are expected to keep and use a self-study notebook with the textbook.

(b) Radio Instruction

Instruction by radio has been planned as an essential and integral part of ACHS teaching since students are available for listening in the whole country. Regular radio programs are broadcast 282 days per year, each instruction broadcast lasting 30 minutes a day and covering two subjects. The frequency of instruction by radio is decided on the basis of time allocation projected in the ACHS curriculum. Broadcasts are usually aired from 5:30-6:00 in the morning and 10:00-10:30 at night, and students have only one opportunity to listen to the lecture. In order to offer special guidance and motivation to students 10 per cent of total programs are broadcast at the beginning and the end of each semester.

The KEDI is responsible for producing radio programs. It has its own broadcasting facilities and studio, producer, announcer, and engineers. As for radio lecturers, KEDI has selected all of them from the ACHS located in Seoul. Radio instructors cooperate with the staff of KEDI to produce radio instruction. The programs which are recorded on tape in the studio are duplicated and handed over to the national and commercial broadcasting authorities for tranmission.

(c) Attendance at Sunday Classes

Students are expected to attend classes at each of their schools every other Sunday (26 times each year). These schools are existing regular high schools selected by the KEDI and the Regional Education Boards.

Sunday class is a method of giving face-to-face instruction in the attached high school. The purpose of Sunday-schooling is to teach the content that may be difficult to understand by self-study or radio lessons and to supplement the deficient parts of the above instruction.

Experiments and practical activities are given to students and are conducted during these classes. Students are also given an opportunity to participate in extra-curricular activities and at the same time have direct interaction with their peers and teachers. Much importance is attached to the guidance and counselling of students during Sunday classes because they do not attend regular school every day. This is a key facet of ACHS as students have widely varying educational backgrounds and intellectual capabilities.

(d) Submitting Assignments

Besides self-study, radio instruction, and attendance at Sunday classes, students are expected to submit records of self-assessment of their study plans and the programmed assignments in the textbook. Written assignments are to be submitted for all subjects in Sunday classes or by mail.

The teacher of each subject examines the written assignment, corrects it and makes comments on it. After marking, he returns it to the students.

Methods of Evaluation

Several methods are applied in the evaluation of students' progress at the Air and Correspondence High

School, including examinations given in the middle and at the end of a semester, evaluation of self-study notes made by the students and evaluation of home assignment papers.

Table 5 shows the criteria of evaluation that are presently being used in the ACHS program.

Statement of the Problem

The problem of school dropout among Korean Air and Correspondence High School students can be studied through different angles and orientation. The overall purpose of the research was to provide a renewal strategy for the prevention of dropouts from the ACHS in Korea. The researcher's attempt was mainly to approach this problem from an institutional renewal perspective with the hope of facilitating better interaction between students and institutional structures devised to promote this facet of continuing education.

Data gathered by means of unstructured interviews (by this we mean an interview which is not based on a detailed pre-structured questionnaire or other research instrument reflecting the prejudices or predilections of the researcher) helped identify the problem from the point(s) of view of the students.

Table 5

Type and Contents of Evaluation

Kinds of Examinations	Type	Examiner	Proportion
Intermediate examination	Subjective and objective test	Subject teachers in ACHS	30%
Terminal examination	Objective test	MOE (KEDI)	50%
Evaluation of assignment	Home assignment and reports	Subject teachers in ACHS	10%
Evaluation of radio lecturing notes	Radio lecturing notes	Class teacher in ACHS	10%
Attendance record checking	Roll call on schooling	Class teachers in ACHS	Disapprove terminal records absent for more than 1/3 of schooling time without due notice
Graduation examination	Objective test	MOE (KEDI)	Screening potential graduates

Generally stated, the problems experienced by students interact with one another and have multiple origins. In this sense, problems could not be regarded as mutually exclusive of one another. However, for the purpose of the author's analysis, this study categorized them as follows:

1. Differences in individual characteristics between dropouts and non-dropouts.
2. Academic difficulties in the ACHS program.
3. Complaints about the educational system and programs.
4. Emotional problems originating from the type of social environment in which the students live.
5. Problems that relate to students' home-lives.

The identification of the major problems of this study lead to the following groups of questions:

1. What are the ACHS students' characteristics such as sex, number of siblings, ethnicity, socio-economic status, self-concept, school attendance, and involvement with the activities of community development?
2. What are the ACHS students' plans for the future? Do the dropouts expect to return to school and get more academic education? Do the dropouts plan to get into educational programs in other areas such as vocational education and recreation programs? What kinds of work do the ACHS students expect to be doing in the future? For a definition of this term, as used in this study, see below.

3. What do these students like and dislike about the present school programs and courses? Are they satisfactory or unsatisfactory? What changes would make school more interesting and helpful? In what ways are present school programs and courses interesting and helpful? Why do students leave school? What do other people say about their decision to leave school?
4. What have these students been doing since they were admitted to ACHS? What kinds of work would they be willing to do? Have they been unemployed? What do they like and dislike about work? Has working made them feel more independent or mature? What changes has work brought about in their lives? What do they like and dislike about the other people at work?

Definition of Terms

In order to avoid any possible confusion about the meaning of the terms used in this study, they are defined as follows:

- Dropout: School dropout is as much a process as it is an event. The term 'dropout' in the educational system is flexible enough to include all cases of people who break off their contacts with the institution before they reach the expected or desirable goals. In this sense, dropout cases will be defined as those who, after enrolment in the first year, leave school before completing education up to the third year of high school.

- Air and Correspondence Student: A student who is enrolled in courses for radio instruction and correspondence materials, and who does his/her study at home or on his/her own without direct supervision by a teacher.
- Registration Period: The time between February 1st and March 10th of the next year.
- Instructor: A person who is employed in the ACHS from a regular senior high school for the purpose of providing instruction and help during Sunday classes.
- Administrator: A person employed primarily for the purpose of co-ordinating or supervising in an area of the Air and Correspondence education.
- Self-Concept: An individual's feelings about himself. Especially in this study, a positive or negative self-concept may lead to adequate or inadequate behavior on the dropout decision-making process on the part of the student.
- Socio-Economic Status: A classification of the social and economic status of the individual student in the context of the Korean general social and economic structure.
- Perceived Family Encouragement: A measure of the

student's perception of the degree to which his family is concerned with his attending the ACHS.

- Renewal Strategy: A design or plan which specifies the focus and the term of the desired outcomes. It may mean a certain specificaction or tactic which will contribute to the success of the ACHS.

Delimitations and Limitations

First of all, this study tried to avoid the theoretical sociological and behavioristic approaches underlying the dropout phenomenon. The researcher's main interest was focused on institutional variables which, from the student's point of view, could lead to dropping out. It also did not deal with it from the perspective of national policy which emphasizes the production of trained manpower or the forecasting of enrolments. The study can be viewed as an initial investigation of the phenomenon of dropping out in so far as it concerns the ACHS; such an investigation will have implications for the future educational administration of the ACHS.

Minor delimitations and limitations included:

(a) Delimitations

1. This study was delimited to one type of institution, namely, the Korean Air and Correspondence High School.
2. This study was delimited to perceptions of dropout and non-dropout students only.
3. This study was not an attempt to take in the wide range of operational conditions normally covered in the ACHS. It concerned itself only with those suggested by individual and institutional characteristics.
4. This study represents only one approach to the design of a prevention activity in the Korean context.

(b) Limitations

1. This study was limited methodologically by the longitudinal research and multi-institutional processes.
2. Although various factors may have an effect on the dropout phenomenon, this study considered only the factors of student characteristics and institutional processes.
3. The author's assumptions about and perceptions of this problem placed certain limitations on this study.
4. The study is furthermore limited by the sample of participants who were used in the questionnaire approach since of the 648 participants, 480 were non-dropouts and only 168 were dropouts.

Assumptions

1. It was assumed that the dimensions identified in the literature and the factors associated with dropout from ACHS will be appropriate to build prevention strategies.
2. It was assumed that the student responses on survey forms will provide accurate demographic data.
3. It was assumed that the student reflections on interview approach will help to provide some suggestions for institutional renewal.
4. It was assumed that sample size is representative of the population from which it was drawn.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Since very little research has been conducted in the area of Air and Correspondence school systems, especially as far as it concerns the dropout phenomenon, there is a dearth of related literature in this area.

The purpose of this chapter will be to present a review of the literature which relates to the design of the study. The first section provides a general discussion on the concept of dropout; the second section deals with individual determinants and their influences in the institutional structures; and the third section presents an overview of the characteristics of correspondence education.

General Concern for the Dropout

The problem of dropouts from the schools has long been a concern of educators. The causes of, and probable solutions to this problem, have been discussed in many different contexts (Rosier, 1978; Kowalski, 1977; Astin, 1975; Saenger-Ceha, 1972; Rhodes, 1971; Tannenbaum, 1966; Pervin, 1966; Cervantes, 1965; Andrews, 1963; Byrne, 1958; Dresher, 1954). There also have been many articles, research monographs, and guidance books on the dropout problem in the western world. In the United States, concern for the dropout problem came to the fore in the middle sixties largely because of political priorities set by President John F, Kennedy (1963) and President Lyndon B, Johnson (1965) . Both of them, in their Educational Message to Congress, pointedly referred to it as a "serious national problem" (Kennedy), "... a darker side to education... " (Johnson) and felt that "the cost of this neglect runs high -- both for the youth and the nation," (Johnson). It was a belief in some western countries that a high school education is a bare minimum for contemporary survival.

However, in some Third World countries such as Korea, the dropout phenomenon is quite different. The Third World countries, unlike many developed western countries, are faced with a variety of obstructions in considering the problem of dropouts in the process of educational development. It is linked to the social context in which the schools find themselves. For example, a high degree of discrimination toward girls is commonly found in underdeveloped countries. Adams & Bjork (1969:132) comment on social conditions which are influential in affecting the kind and extent of schooling.

> ---Even the problem of quality of instruction is not solely a professional question, for parents who have received little formal education (as have the bulk of populations in the developing nations) usually give only slight attention to quality, no matter how vociferous they may be in demanding more educational opportunities.

According to Young & Perraton (1980:2), many developing countries have a different concept of education from the developed countries.

> Education is to do with power. People without education are at the mercy of those with it, who can use what they know to their advantage and to the disadvantage of the ignorant around them. Education is a means of gaining power, and hence freedom, something that should be everyone's right and not simply the right of the better educated minority. On this showing the case for expanding education is a simple egalitarian one.

In some developing countries, therefore, the dropout problem cannot be dissociated from the way traditional cultures function. In other words, it is deeply-rooted in the cultures. Different types of education are devised in the Third World as appropriate for children according to their future status in life (Young, 1980).

The dropout problem is a very complex one. It is, therefore, not the same everywhere in the world. There are many reasons, some salient, some not so evident, for these variations.

To determine the need for corrective action or to provide guidelines for the type or extent of action to be taken, intensive studies of the dropout problem should be conducted by school systems, community agencies, and other organizations such as provincial education agencies (Kalplan, 1965).

A Review of Reseach on the Dropout

The status of research on the dropout was reviewed and assessed by the educational evaluators (Knoell, 1960; Kalplan, 1965; Spady, 1970; Tinto, 1971; Astin, 1975; Cope and Hannah, 1975; White, 1980). However, most of these studies are statistically oriented as if dropouts are like highway accident statistics (Cope and Hannah,1975). Cope pointed out that many variables have been isolated to describe dropouts: Their academic performance, learning problems, attitudes toward authority, family background, employment record, and their perceptions of themselves. Leaving school before graduating is often considered a single act when in reality it includes a number of distinct phenomena. For example, some students may enter the correspondence school with no intention of completing their diplomas, perhaps merely to satisfy parental or wives' wishes, and to marry. For some, dropping out is an expression of an original plan.

Among the students who originally plan to complete their academic program, the reasons for dropping out are complex and overlapping. Several factors may be involved simultaneously in withdrawal from the educational system, therefore making neat definitions difficult, perhaps impossible.

Spady (1970:38) indicated that the literature on dropout studies lacks both theoretical and empirical coherence:

> Although each of these reviews laments the lack of conceptual clarity, methodological rigor, complexity of design, breadth, and analytic sophistication that characterizes most existing work, their recommendations regarding new and more thorough research approaches also lack a definite theoretical basis.

With regard to these problems, he suggests in his research paper as follows:

> Before we attempt to deal explicitly with the vast literature on college dropouts, however, it is necessary to acknowledge its inseparable relationship with the equally prodigious and troublesome body of empirical work on academic performance. ... Even though this relationship is statistically imperfect, many of the factors that distinguish low from high performers will also differentiate between dropouts and those who remain.

Cope and Hannah (1975) explain that the problem with such research is that studies should penetrate beyond the collection of easily collected demographic data. Their approach to the dropout study is a little different from that of Spady (1970:42):

> Another limitation in most research is that studies attempt to ascertain the characteristics of dropouts versus non-dropouts without considering the characteristics of the institution they are leaving. This approach is inadequate. Dropping out is an interaction between an individual and an institution. The students likely to drop out of an unstructured and "progressive" liberal arts college may be very different from the dropout from a traditionalistic religious college. Data that ignore the institutional context will rarely be generalizable from institution to institution.
>
> The nature of the relationship between any factors or set of factors and school leaving is dependent on logical argument; it cannot be inferred from the sheer existence of the relationship.

The earlier review by Kalplan and Storm (1965) focused on the methodology of research on school dropouts while pointing out what appeared to be promising leads from what were then current explorations of non-intellectual variables as they related to performance in school. Four major types of studies were analyzed - those that deal with:

1. The careful accounting of the numbers of dropouts and the computation of dropout rates for particular institutions or countries;
2. Analysis of factors associated with school leaving and attempts to identify the reasons for attrition;
3. The case study approach, often used by administrative officers and others whose concerns are decisions about students, rather than appropriate research;
4. The evaluation of projects designed to reduce dropout

rates.

The lack of experimentation with action research programs to reduce the incidence of attrition has been noted (Change and Sarthory, 1972),together with the need for analysis of institutional or organizational characteristics which might affect attrition rates (Cope and Hannah, 1975; Saenger-Ceha, 1972; Pervin, 1966). Cope and Hannah's study yielded rich data which was not only normative, but also provided extensive materials relating to student characteristics, reasons for dropping out, ratings of school facilities and services, and curricular activities and student's interests which could be used to solve the "dropout problem".

In some studies the dropout figures represent gross losses (Dresher, 1954; Change, 1972; Watson, 1975; Anand, 1979). Statistical studies such as these are but the beginning of research on the problems created by large numbers of students leaving school prematurely. Their prime purpose is to provide the basis for further work.

Since the numerous research studies differ in methods, design, and often in results, it is difficult to compare them and perhaps imprudent to consider them as a whole. Some of them appear to be aimless and condemnatory. However, they usually cover such topics as characteristics of the dropout, retention programs, and educational alternatives designed to alleviate the problem.

The dropout problem has also been investigated in some studies concerning both adult education and correspondence education, and all the researchers concluded that the dropout rate is high. They also tried to find causal connections but the general findings are that the causes are multiple and complex.

Rekkedal (1972:13) has shed some light on the problem in a study in Norway planned on a large scale and concerned with correspondence education. His results show that the frequency of dropout varies between thirty and eighty per cent depending on how the term dropout is defined. The same percentages were found with regard to adult education in general. He also found that the tendency to drop out is greater at the beginning of the studies. In an attempt to sum up the reasons for a student dropping out, he says:

> Many of the reasons given for discontinuance in different survey studies indicate that even if the educational institution were perfect, a considerable number of students would drop out because of problems to which the school can give no solutions. Some students reach their goals before the course or sequence is completed and see no need to continue. Some have too low basic academic aptitudes, while others encounter problems in their private lives which prevent continued attendance (1972:13).

A thesis on completion rates by Donehower (1967) was based on a study of 905 students to determine if certain variables had a significant relationship with the degree of success achieved by students enrolled in correspondence courses. Results were summarized under factors related to length of time to complete, those related to completion rate, and those related to achievement. Distance of the student from the correspondence study centre was not significantly related to the length of time to complete, but the reason for enrolment was. Those seeking occupational advancement took the longest time to complete, those seeking teacher certification took the least.

In adult education, in general, as well as in correspondence education, the dropout frequency varies but is usually high, probably owing to the voluntary nature of both the application procedure and participation. However, neither type of dropout seems to be systematic relative to background data. Peter and Boshier(1976), in their article "Adult Needs, Interests and Motives", argued that researches usually stem from a focus either on the participant, or on adult education used as a means to a goal, as an end in itself, or from some well-articulated "basic purpose" of a sponsoring institution.

Many dropout studies found that one of the primary reasons for students withdrawing from school is that they are not interested in school. Dropouts feel that the experiences they are getting in school are not of much use to them. This would indicate that if the school is going to increase its holding power, one of the things it must do is make its curriculum more attractive to the student. The Toronto (1961:16) study recommended:

1. That the school program be geared to meet the individual needs of the children, with particular emphasis placed on achievement rather than on set grades.
2. That there be greater flexibility reflected in the formulation of policy regarding curriculum so that provision can be made for differences of background, ability and interest of pupils.
3. That there be greater flexibility in the curriculum to allow for closer liaison between the school and parents to interpret the school program and keep the parents informed of the child's progress. This could take the form of regular scheduled interviews between parent and teacher at least twice a year.

A number of studies, on the other hand, suggested that parental influence on students, either directly or indirectly, was probably as great a factor on dropout students as any other single source. Turner (1970:4) stated that parent's social status exerted an important influence on the educational plans of their children. Parent's occupational status also exerted an influence upon college-going behavior. He also found that dropping-out is due to a number of reasons related to the personal characteristics of the student, as well as a mismatch between the student and the institution's environmental factors.

On the other hand, Astin (1975:45) reported that:

> By far the greatest predictive factor is the student's past academic record and academic ability. Next in importance are the student's degree plans at the time of college entrance, religious background, and religious preference, followed by concern about college finances, study habits. Where there were some unexpected findings, this pattern of predictors is generally consistent with patterns in earlier dropout studies.

Bradt (1957:116-121) questionnaired 5,356 students of correspondence courses in the Netherlands, 79% of whom responded. He cites their reasons for withdrawal before finishing their courses as:

1. Lack of time (about 50%);
2. Changed intentions, interests and plans (23%);
3. Problems with mechanics of studying and completing lessons (19%);
4. Problems with the course itself (17%);

Generally speaking, the factors associated with dropping out which have been identified by researchers, if compiled, would make an exceedingly long list. Some of the major and more frequently researched factors discussed in the literature are as follows:

1. Lack of interest in schooling;
2. Low scholastic ability;
3. Participation in school activities;
4. Absenteeism;
5. Frequent transfers;
6. Economic status of family;
7. Occupation of parents;
8. Retardation in school;
9. Parents' attitude toward school;
10. Parents' educational level;
11. Sex.

Individual Determinants and their Interactions with Institutional Structures

In their comprehensive review of the literature on school dropout, Cope and Hannah (1975:31) argue that much of the current lack of understanding of the school dropout process is due to the fact that research emphasis has been descriptive rather than situationally interpretive; in other words, it seldom concerns itself with the lived-in world of individuals and their institutions. They say:

> Complex dynamics of person-institution-life style are but feebly captured by numbers that report on school leavers in frequencies, percentages, means, standard deviations and levels of statistical significance. Quantification obscures the human dimensions, the nonqualifiables such as uncertainty and ambivalence, questing for independence, reassessments, and experiential learning.

In their study "Revolving College Doors", Cope and Hannah tried to delve into the qualitative factors (the realm of feeling and the multifaceted interaction between person and setting) to illuminate the problems confronting students that have not been brought out in previous research. As their thinking about the dropout problem has differed from the systemic approach of Spady (1971) and Tinto (1975), there has been a growing interest in an interactive approach to the issue which views dropping out as an individual or an institutional problem. In contrast to Cope and Hannah's (1975) approach, Astin (1975) offered a systemic approach using a model to incorporate institutional characteristics and individual variables. He attempted to find what institutional characteristics, when added to the individual input variables, helped explain attrition. Tinto (1975) has also built on Spady's study by developing an explanatory, predictive model of the dropout process which has as its core the concepts of academic and social integration in the institution. It regards persistence or dropout behavior as a function of students' interactions and performance within an academic institutional setting. In his model, the students' characteristics are sex, race, academic ability, earlier school performance, family social status, goal commitments, and highest level of attainment expected.

According to Tinto's theoretical model (1975: 111) on dropout from college, of those characteristics of individuals shown to be related to dropout, the more important pertain to the characteristics of their family, the characteristics of individuals themselves, their educational experiences prior to college entry, and their expectations concerning future educational attainments. He also suggested the effect of certain large-scale characteristics of the institution upon persistence in college - specifically institutional type, quality, student composition, and size. He concluded:

> Since dropout is the outcome of a multi-dimensional process involving the interaction between the individual and institution, it is not surprising that the characteristics of the institution, even at the aggregate level, have also been shown to relate to differential rates of dropout. It is the characteristics of the institution - its resources, facilities, structural arrangements, and composition of its members - that place limits upon the development and integration of individuals within the institution and that lead to the development of academic and social climates, or "presses" with which the individual must come to grips.

When considering interaction in the school as a social system, Rootman (1972) explained that it is the individual's perceptions of "social fit" which are important in decisions of dropping out. Pascarella and Terenzini (1980) examined the predictive validity of measures constructed specifically to assess the two dimensions which Spady and Tinto have developed. Their study, controlled for pre-college characteristics, suggested potentially important correlates of non-dropout/dropout behavior and identified various reviews of attrition studies (Cope & Hannah, 1975; Astin, 1975; Spady, 1970; Tinto, 1975). They suggest these pre-college characteristics: Sex, racial/ethnic origin, academic aptitude, high school achievement, number of high school extracurricular activities, expected number of informal contacts with faculty, parent's combined annual income, mother's formal education, father's formal education, student's highest expected academic degree, importance of graduating from college, choice in attending this university, and confidence that choosing to attend this university was the right decision.

M. Nishimoto (1969) reported a high relationship between average correspondence school marks and the fulfilment of educational plans in Japan's correspondence education. As an individual's average mark increased there was a marked tendency for that individual to carry through with his plans for further education. Referring to intellectual characteristics, he pointed out that students intending to pursue higher education were mainly graduates who were, either in terms of academic aptitude or achievement, in the top level of their schools.

Astin (1975:177), referring to an intriguing set of findings from the predictive analysis of dropout study habits stated:

> While many predictive items were consistent with popular notions of good and poor study habits, several produced somewhat unexpected findings, such as negative relationships of persistence with work for extra credit or keeping a neat study place, and the positive relationship with making careless mistakes on tests. Further research into these and related items measuring student study might provide clues to possible remedial efforts.

On the other hand, Kowalski (1977) found college dropouts were more complex, more impulsive, more anxious, less altruistic, less personally integrated and less willing to exert an effort to make a good impression on either peers or instructors than non-dropouts. In addition, he observed that anxiety, hostility, maladjustment, nonconformity, low interest in literature, dislike for abstract thought, and diverse values were significantly related to leaving college.

Other dropouts have explicitly cited a personal problem as their reason for leaving: frequent periods of illness, less self-confidence, lack of friends, dislike of discipline and rules, and inability to get along with poor teachers (Bledsoe, 1959; Cervantes, 1965; Wright, 1973; Zamanzader & Prince, 1978). Very often, unplanned pregnancy and marriage is given by girls as a reason for dropping out; and in particular, those girls with high ability are more likely to leave for this reason than because of the other factors mentioned above. However, it is not clear how these reasons relate to one another or what might underlie them (Cope and Hannah, 1975; Anand, 1978; White, 1980).

A number of studies suggested that the phenomenon of failure in school was multidimensional. There are many factors associated with the decision to withdraw. Dropping out of school involved a number of intellectual, educational, motivational, social and psychological characteristics interacting with characteristics of institutions.

Some Issues and Strategies for Dropout Prevention

Much has been said about the issue of improving the quality of education by preventing the problem of dropping out (Cervantes,1965; Boshier, 1973; Astin, 1975; Change & Sharthory, 1972; Block,1978). The concern extends from the highest governmental levels to the parents and students themselves. However, little research has addressed itself to the situation from the point of view of those most directly involved. Astin (1975:1) in his research "Preventing Students from Dropping Out" points out:

> Dropping out of college is a little like the weather: Something everyone talks about but no one does anything about. This predilection for talk over action is reflected in much of the research on dropouts, which has focused more on counting, describing and classifying them than on seeking solutions to the problem.

According to Astins' (1975) study, an adequately designed study of student-institutional fit requires that variations in student characteristics be studied in conjunction with variations in institutional characteristics. The question of student-institutional fit is considered from six perspectives. These combinations of student and institutional characteristics have been selected to measure several principal ways in which a given student's characteristics might deviate from the norm of the institution. They are: Parental income, education of father, ability, size of home town, family religion, and race.

Change and Sarthory (1972:208) developed and applied a pilot dropout model in junior and senior high schools. Their major components of the project were a "getting away" phase, a work exploration phase, a remedial education and counselling phase, and a follow-up and devaluation phase. Their research reported that much of the responsibility for keeping students from dropping out resides with the school systems and the educational practitioners with them.

Block's (1978) report has documented the failure of secondary schools to serve and to hold large percentages of their students. The dropouts interviewed by his research team asked for caring teachers and for schools which would prepare them for jobs. It is also reported that large institutions foster impersonality making it difficult for faculty and students to be caring and creative in their teaching and learning tasks. Block (1978:149) concluded as follows:

> The combination of decreasing school populations and large existing facilities is likely to exacerbate the problem of providing appropriate and varied alternatives. Even now the alternatives are frequently too few and too late. Schools, like other major institutions, are exceedingly slow to respond to the needs of a changing society. Change will come only if pressure is exerted from within the institution by teachers and administrators, and from the community by parents and by advocates.

In a similar way, Cope and Hannah (1975) have proposed some recommendations to improve the ability of school to provide a humanistic environment within which students can learn and achieve. They say:

> Thus the role of the institution must change to become less an instrument of administration and more an academic planning and training institute for faculty by training its own members to carry on a more efficient and effective academic community committed to student self-learning. Included in this change of roles is a change in role of the student to that of a self-starting, self-directed learner. This can be developed in students only if a reorientation to learning is begun in the student's first year through encouragement of individual program development, individual research, and independent study.

They conclude that attitudes, roles, and rules in the schools need modification if the symptom of dropping out is to be lessened. But they especially indicate that the problem is partly solvable through early identification of the potential of dropping out. Such identification is a "complex phenomenon" which is not easily attained.

Troost (1973) offers a radical solution to the dropout problem. According to him, this problem can only be solved if an overall reformation of the conventional school systems takes place as he accusses such systems as having a built-in weakness which alienates students.

The concern for preventing dropping out extends from the highest governmental levels to the parents and students themselves. The issues are varied and broad: Much discussion has taken place about ways of improving the educational system, and many plans, such as suitable curricula, accelerated courses, and more efficient methods of teaching, have been instituted. In the view of radical reformers, as Naisbitt(1974:231) points out, traditional schooling has a narrow focus on intellectual skills and subject matter:

> Some radical theorists rejecting the concept of the school as an agency for molding children to meet societies needs, would make schooling an instrument through which children achieve their individual human potential. Freedom, independence, and personal growth are their major objectives. Still others would totally abolish schools as we know them. They would trust motivated young people to learn skills they need and want on their own, as many of their

> great-grandfathers did - on the street, in the libraries, and from adults with whom they worked at an early age.

In this sense, previous reports have strongly implied that the decision to drop out is an escape mechanism rather than a positive, if misguided, attempt at constructive action. (Cope and Hannah, 1975; White, 1980). It is said that, frequently, the student expresses a wish to transfer to work, but very often this is a rationalization - an attempt to conceal from others, and perhaps from himself, his need to avoid school. White (1980:172) suggested dropout solutions by remedial measures suitable to the school setting:

> The educational system allocates human resources within the occupational structure of society through the exam system, and anyone can use it to improve their life-chances and class position.... It is a fundamental approach in a money-dominated society where jobs provide cash and status. We must help them find jobs.

Accordingly, White also suggested that at the same time school must operate at the level of trying to the develop students' self-awareness, so that they are critical enough to choose jobs appropriate to their recognized skills. This can be done through such means as curriculum flexibility, career guidance, work experience programs, and some forms of in-school counselling, which can assist many youngsters to remain in and to graduate from school.

To sum up, because of the multitude of reasons why students drop out of school, the individual needs of the student, and the unique factors influencing the school environment and setting, no one simplified prevention model would be appropriate for every school and student. Therefore, a comprehensive multi-dimensional dropout prevention strategy which offers a variety of services might be designed. Any dropout prevention strategy developed should be based on a total effort of educators and parents working together to make a significant impact on potential dropouts (Sentelle, 1980) .

Correspondence Education: Its Structures and Characteristic Function

The Place of Correspondence Education

The term "correspondence education" covers various forms of study at all levels. It relies mainly on instructional methods which lend themselves amenable to the printed word and mechanical or electronic devices because of the physical separateness of learners and teachers (Erdos, 1975; Moore, 1975). Holmberg (1977:9), in his survey and bibliography on "Distance Education", explained:

> The term distance education is not universally recognized and can, in fact, be regarded as something of a misnomer (like home study) when its methods are used by campus-based learners. In the USA independent study is now the term preferred. It

> has the advantage that it emphasizes learning rather than either medium or distance, but does not seem very clear as it does not clarify what or whom the study is independent of. Correspondence education is nowadays often a synonym of distance education, used of multi-media programmes as well as courses based on the printed and written word only.

However, teaching by correspondence has become an accepted thing. It has obtained for itself a position of power and prestige in the educational systems of the world (Anand, 1979). Various types of correspondence instruction have been made possible by the swift developments that have taken place in the fields of technology and communication. According to several surveys of correspondence education (Erods, 1967; Flinck, 1976; Holmberg, 1977; Mackenzie, 1976; Anand, 1979), the experiment of correspondence education already transcended the initial experimental stage and became a fundamental part of the educational system in the USA, USSR, Sweden, Japan, Australia, Great Britain, Germany and France. This is especially true of the Open University in England which has caught the imagination of many a planner in developing countries as an institution worthy of emulation.

Consequently, correspondence teaching is taken to mean teaching through radio or printed material sent by the teacher to the student. It is a natural means of instruction if the instructor and the student are at a distance from each other. (Holmberg, 1977:14) prefers to use the term "distance education" as it is more explanatory of this system of education:

> This approach is chosen for practical reasons . although learning is stressed throughout rather than teaching. Teaching is seen as an activity encouraging and facilitating learning and distance education as a whole as a learning-centered system.

The growing awareness that learning is the decisive factor in education has brought support to correspondence education and other methods of instructional study, such as the individualized learning system and the school-without-walls movement (Gagne, 1975; Troost, 1973; Anand, 1979). Correspondence education was also widely adopted in the countries which have adult populations with the background for further education. In emergent industrializing countries, more and more hours are becoming available for leisure, as working hours are decreasing, and some of these leisure hours could be devoted to continuing education. In connection with an increasing demand for continuing education, Erdos stated (1947:3):

> In the effort to extend educational opportunities and services to all children and adults, wherever they may be compelled by circumstances to live, educational programs and services are expanding at all levels. Teaching by correspondence is the method which has carried and is continuing to carry education to those who would be otherwise out of reach.

Furthermore, correspondence education has been attractive as a way of expanding education because it looks simple and straightforward (Young, Perraton, Jenkins and Dodds, 1980). First, it is economical as school buildings are not required. Its second advantage is its flexibility: People who have got jobs can study in their own time, in their own home. Its third advantage is that it is geographically far-reaching for it can operate over long distances and cater to widely scattered student bodies. Despite these apparent advantages, some educators point out two objections to correspondence education (Flinck, 1975; Curzon, 1977; Young and others, 1980). First, that it is essentially impersonal, missing the human communication which is the essence of good learning; and second, that it is inefficient, with appallingly high dropout rates.

In the article "The Socio-Culture of Correspondence Education", Sloos and Wolferen (1968:68) suggest that social ambition is a very important stimulus in correspondence. They ascertain some important facts in this field:

> When considering the opinions of relevant authorities, particularly those with a university education, it is notable that they are prejudiced against correspondence education. However, they form their ideas of correspondence education mainly "in their own image" (their own social and psychological context). Their autonomous position and their creed that one should teach and examine students only in person, that their methods are irreplaceable (there are even college professors who believe that a written preliminary examination of students is undesirable), make them consider correspondence education - with its emphasis upon written communication to be second-rate. Consonance then requires them to adjust the other features of their image until the whole becomes negative.

According to Wolferen (1967:92), in Holland there were other objections which were raised against correspondence education:

> Criticism of correspondence schools before World War II concerned their recruiting methods, the contents of courses, and the competence of authors and correctors; whereas after the war the objections were almost entirely concentrated on the methods of recruitment. Objections of the type: "This is not in harmony with the truth" have, moreover, inceasingly been replaced by the argument that certain recruiting methods are "not in harmony with the dignity of education".

World practice in correspondence education has been a result of trying to meet specific educational and social problems, in a particular local or national setting (Hanis, 1976). The result has been a wide variety of organizational and administrative patterns for institutions of correspondence education. Young and others (1980:42) pointed out some aspects of this phenomenon:

> Acceptance by ministries of education was eased by the first-hand experience that many civil servants had of its effectiveness: In most developing countries the passport for many of them had been correspondence education, especially during the colonial period when orthodox opportunities along orthodox routes were even fewer.

The Characteristics of Students in Correspondence Educational Programs

One of the major tasks facing the educator of correspondence students is identifying their characteristics (MacKenzie et. al., 1968). It is important to know something about the students; their family background, socio-economic status, educational background, motivation, and expectations. The approach of teaching the students must take into consideration their varying characteristics and situational differences. Holmberg (1977:32) explains:

> ... This is known in personal or industrial training, but rarely otherwise. It is much more common for planners to decide what target groups they want by consciously defining them and by creating a course that is attractive and useful to special target groups. This occurs when, for instance, detailed entrance requirements are defined, which is the rule when university education is provided at a distance.

The organizational and administrative aspects of correspondence education require a study of the students' environment. The meaning and function of education by correspondence are, of course, the same as those of education in general, but with some slightly different shades of meaning. However, in the case of correspondence education, the general background and pre-knowledge of the various groups of students must be considered as pre-eminently important factors (Erdos, 1967).

Although many research profiles say little about the characteristics of individual students and descriptions of typical students, they might give a working outline of the correspondence student body. Some of the special characteristics that differentiate the correspondence student from other regular school students are the following.

First, the majority of correspondence students are in a "second chance" stage of continuing education in their lives. Students might regret that they did not finish their regular academic education because at that time they "lost interest in their studies" or "hated their teachers or parents who urged them to improve their academic lives". They would now like to make up for lost time and to get the certificates they need. The expansion of continuing/adult education-type programs by correspondence has accelerated in developing countries as a result of the recommendations of the Report of the Committee on Continuing Education (Townsend-Coles, 1977).

In connection with their characteristics, it is commonly accepted that the correspondence students are highly motivated and that when they enroll for a course it is to appease that craving for knowledge which life seems to have denied them so far (Wentworth, 1978). Mackenzie (1968:93-94) also indicates in his survey that students motivated by specific goals of advancement may be more likely to endure the difficulties of a study program.

> There are basically two kinds of motivating stimuli: One motivates the student to satisfy a personal desire for knowledge; the other responds to a demand for some kind of instruction leading to career advancement. ... Students motivated by specific goals of advancement may be likely to endure the difficulties of a study program. The student seeking academic credit will often be motivated by the idea of receiving an academic degree and subsequently obtaining a good job. Advancement in business or industry may depend directly on success in company-sponsored correspondence programs. Both job prestige and salary increase help motivate workers in such programs.

On the other hand, as a result of the nature of correspondence education, the students are isolated. Consequently, they lack the stimulus of discussion with their teachers or with other students in their classes, and lacking that stimulus and those points of comparison, they find it difficult to know how they are getting on and are easily discouraged. The loneliness of the correspondence student is a recurrent theme of discussion in the literature on correspondence education (Purvis, 1979; Young et. al., 1980). Isolation from the teacher means that, even when a student's study is marked promptly and returned to him, there is a considerable delay between learning or practising something and getting informed feedback on it. Glatter and Wedell (1971) found that correspondence students had a high failure rate in their studies because of these problems. Students also lack guidance and counselling. Guidance and counselling activities are crucial for prevention of excessive dropping out (Mackenzie, 1968).

The age characteristic may be deceiving. Although this aspect depends upon the profile of each country, the majority of students in correspondence education are adult learners. Some of the literature on the general problems of the correspondence learning focus on the field of adult education (Townsend-Coles, 1977).

Purvis (1979) suggests that domestic problems of married Open University students are an important cause of student dropout and academic difficulties. Thus, the adult learner who has a job may be too tired after a full or a part-time working day to study in the evenings, and the demands of family life may compete with the study program. It means that adult students enrolled in correspondence school experience inter-role conflict: This occurs where the students hold two or more roles and conflicting demands occur for each role (e.g. the obligations attached to the role of mother may conflict with the obligations attached to the role of student). However, Purvis (1979:165) has slightly different opinions about the situation of the Open University learner as a full-time or part-time worker. He suggests that:

> This situation has both advantages and disadvantages. Perhaps the main advantage is the stability the student might enjoy in being home-based rather than college-based. The OU student is located within his own place of residence, in contact with familiar people and familiar surroundings.

In his paper "Correspondence Education in India", Singh (1976:12) says:

> We are now heading towards an era of autonomous learners who will no longer accept the conventional spoon-feeding methods of study, or imposition of stereotyped traditional courses. They would like to make their own choice of what they want to learn and how they would like to learn. The correspondence students on account of a higher age-group and maturity would particularly prefer to study methods which would give them initiative, independence and flexibility.

His philosophy of correspondence expresses its faith in the dignity of the individual and its capacity to improve academic qualifications.

Instructional Process in Correspondence Education

Houle (1965:544), in his definition of correspondence instruction in the Encyclopaedia Britannica, suggests five components of correspondence instruction:

1. Specially prepared materials, written in self-explanatory fashion and arranged in a series of lessons;
2. supplementary printed and other materials;
3. a series of exercises to be worked out by the student;
4. the evaluation of these exercises by a competent instructor with the student being informed of the evaluation...and

5. a final examination over the whole course.

Flinck (1975:72) also specifies the following definition of distance teaching:

> ...an educational system where the teaching behaviors are separate from the learning behaviors. The learner works alone or in a group - guided by study material arranged by the instructor who, together with the tutors, is in a location apart from the students, who, however, have the opportunity to communicate with a tutor/tutors with the aid of one or more media such as correspondence, telephone, television, radio. Distance teaching may be combined with various forms of face-to-face meetings.

As mentioned earlier, in popular terminology, correspondence instruction, distance learning, self-study program, and home-study are considered synonymous. To avoid confusion, the term "correspondence instruction" is used exclusively. Somehow, it is assumed that correspondence instruction can be organized in different ways and with different aids.

In considering the concept of correspondence instruction, MacKenzie, Christensen & Rigby (1968:5) explained the follow-up interaction between student and teacher.

> Thus student-teacher interaction is identified as necessary to the instructional process. It is worth dwelling on this point for a moment for many of the problems, advantages, and failings of correspondence instruction can be directly related to it. Feedback is its technical name, and it takes place in two directions. The instructional institution first supplies the specially prepared materials to the

> student. The student, in turn, provides (1) feedback for the instructor by turning in worksheets, problems, quizzes, or other kinds of written assignments. These responses allow the teacher to evaluate the student's progress and also to evaluate the effectiveness of the instructional materials used in the first stage of instruction. The instructor reads and evaluates the effectiveness of the instructional materials used in the first stage of instruction. The instructor reads and evaluates the student responses and provides (2) feedback to the student in the form of written commentary, quiz scores, further study suggestions, encouragement, and the like. Sometimes machines or computers are used instead of instructors, most frequently in cases in which large numbers of lessons must be examined.

In correspondence learning, the student studies by himself, without direct contact with a teacher, and with the help of specially designed study material and multi-media courses. To facilitate communication between teacher and student, the study material is supplemented with written assignments which the student is to send to the teacher for evaluation. The written assignments are usually called "assignments for submission." The teacher returns the examined and corrected assignments to the students. The study material used in correspondence education is not structured in the same way as material used in conventional classroom education.

The content of correspondence courses must be well sequenced and self-instructional in terms of the two-way communication between teacher and student. Being primarily based on the written word, the study material in correspondence education differs characteristically from the instructional media that contains oral, face-to-face procedures (Holmberg, 1977). In teaching by correspondence, these responsibilities are carried out through a two-phase process clearly defined by Childes (1967:17):

> The first part of the process is carried forward by the syllabus or study guide. The syllabus bears the major responsibility for establishing objectives, determining learning experiences, and indicating instructional materials to be used. A good syllabus gives direction, explains, supplements, illustrates, provides for review, stimulates interest, and encourages self- evaluation. Finally, it provides some means for the student to submit to a correspondence study instructor evidence of the extent to which effective learning takes place. This evidence may be in the form of written answers to specific questions, an original essay, a completed dress in a homemaking course, a report of an experiment in chemistry, or a transcribed letter in shorthand. It is at this point that the second part of the correspondence study teaching process begins. The teacher who receives the lesson from the student must evaluate it and convey the result of this evaluation to the student. Re-teaching and re-learning may or not be necessary. If necessary, it must be provided for.

Many advocates of correspondence education have tried to demonstrate the effectiveness of this instructional form (Holmberg, 1969; Moore, 1975; Flinck, 1975; Erdos, 1975). They have attempted to have a successful combination of modern educational technology, like audio-visual aids and programmed instruction, with correspondence methods.

Instruction by correspondence was widely adopted in the Third World as a way of offering an alternative route to educational development. It was assumed that a correspondence instructional method was an economical way of teaching people, as well as an effective one (Anand, 1979). Although correspondence education was enthusiastically received, there was little hard evidence on its effectiveness.

Correspondence courses tend to have certain features in common, e.g. standardized, pre-selected, and pre-paced knowledge; written work which must be completed by the student and sent to a teacher by a due date; little or no student/teacher face-to-face interaction (Purvis, 1979). With regard to these negative components, Gratter and Wedell (1971) found that students had a high failure rate in their academic performance. As earlier argued, since most correspondence learning is solitary learning, a high degree of self-discipline and a high level of motivation are necessary in order to complete a program.

Peters (1971:117) discusses comparisons between correspondence education and classroom instruction:

> In the United States many comparative experimental studies were conducted in order to test the efficiency of correspondence instruction. Usually one group of students was taught by correspondence and the control group of the same size by a teacher, result being that both methods were about equally efficient. Now, if these researchers had reflected about the structural differences between oral and written instruction, between classroom and correspondence instruction, they would never have started on such experiments. They judged and

> assessed correspondence instruction in terms of oral instruction and missed the point, although they had been very accurate, especially in the statistical treatment of data. If these experiments had been guided by a sound theory, the researchers would have seen that the real potential of correspondence instruction can never be shown in experiments of this kind.

On the other hand, Childes (1953) mentions that the instructional form of correspondence teaching may have disadvantages compared with face-to-face classroom instruction. Some conditions may be regarded as disadvantageous in terms of a teaching-learning process. First, a classroom situation provides for better individual and personal guidance, relying on the teacher's personal knowledge of the individual student. Not only a better knowledge of the personal characteristics of the student - physical and mental - but also the student's situational behavior at the moment will make it possible for a classroom teacher to choose the right time for his help and advice. Secondly, a classroom situation provides an opportunity for group activities which can be enriching. It also permits the use of supplementary instructional aids such as film, laboratories, and so on. Finally, there is a time factor favoring the classroom situation. If a student encounters acute difficulties or fails to understand a problem, he can get immediate assistance in the classroom. In correspondence education time management may pose problems for the student.

However, a basic question is how can correspondence education be connected with a general educational theory or philosophy of education, and how can it relate to different theories of learning? It is beyond the scope of this thesis to analyze theoretical schools, but something will be said about the practical applications of such theories with relevance to correspondence education.

Many of the pioneers of correspondence instruction were idealists, bent on creating new educational opportunities for the masses. Even in the context of special adult education, teaching by correspondence is very seldom discussed from the point of view of its own methodology, characteristics and possibilities. Moreover, each correspondence education organization has developed along its own lines, perhaps as a consequence of the lack of common theoretical concepts, but more likely mostly because the educational systems and needs in each case were not exactly alike. For these reasons, in discussions, their arguments in favor of correspondence education predominated.

Estrom, Erdos and Prosser (1970:119) suggest that some basic features are essential to all correspondence instruction:

1. Correspondence education is a system comprising many components: Specially and methodically pre-produced courses (not necessarily written material) for self-instruction, a two-way communication between teacher and student,

individual help and guidance for the student, assessment of the student's results and an administrative organization for preparing courses and/or handling communications (not necessarily by mail) with the student.

2. Correspondence education is used to bridge distances between student and tutor/adviser.
3. Correspondence instruction is, for reasons of economy, a means of mass education, although there is nothing, from a theoretical point of view, to prevent the establishment of correspondence instruction for only a handful of students.
4. Correspondence education is very flexible. It can be combined or integrated with most other forms of education in order to form an instructional system, and it can be adapted to suit local conditions and needs. Although in itself a system, it can very easily be absorbed into systems mainly based on other forms of teaching.

Two-Way Communication in Correspondence Education

Teaching and learning by correspondence is not primarily a face-to-face situation. How the communication takes place - whether by printed material, broadcasting media, or other means - is very irrelevant to the concept itself. The existence of organized two-way communication over a distance is an important characteristic of teaching/learning by correspondence. In the early days of correspondence education, two-way communication was induced by means of response sheet assignments. Today, however, development of educational technology has opened several additional channels through which the communication can be transmitted; for example, radio, television, the tape recorder, film and slides (Erdos, 1975). The correspondence school in New Zealand combines channels of communication. For example, language and music courses are presented not only through printed study material requiring written exercises, but also on tape for materials that require audio and oral exercises. Through the tape recorder, teacher and student can conduct regular spoken communication (Hong, 1976). Flanders (1960) has defined teachers' and students' communication behaviors in the classrooms. Two behaviors are basic: The teacher talks or the student talks. The teacher's talk implies a direct or an indirect influence on the interaction. In this sense, both in regular classroom education and in correspondence education, two-way communication between teacher and student is one of the essential principles for instruction. Two-way communication has several functions in an educational context. It makes it possible to give feedback to the student (Flinck, 1978).

It is possible to discern some facts about two-way communication in correspondence instruction. Edstrom, Erdos and Prosser (1970:193) concluded that on the basis of these facts, a few main principles may be formulated regarding the type of communication required:

> Two-way communication has two principal functions--an *instructional* and a *motivational*. They are in practice interwoven. But it is usually possible in teaching by correspondence to say that, from a formal point of view, some communication between student and teacher or organization are *primarily* instructional and others *primarily*

> motivational. An example of the first kind is when the student submits his answers to a series of mathematical problems for correction, comment and marking. An example of the primary motivational kind of communication is student counselling, which chiefly deals with the individual student's private problems and difficulties of study, apart from details of subject matter.
>
> Two-way communication between student and tutor/organization and vice versa consists of at least two stages, preferably three: (1) student to tutor, (2) tutor back to student, and (3) (confirming communication) student to tutor again. The two-way communiction should furthermore in principle not be automatic, like a self-checking exercise, but should allow the student and teacher - within obvious limits - *to structure their own programme*.
>
> The exchange of communication takes place in a *time-flow*, which may affect the nature of the communication. The time factor is especially pronounced when, as in "traditional" correspondence education, the communications are sent by mail, leading to a delay between dispatch and answer of from 3-5 days to perhaps 2-3 weeks. During this period both teacher and student undergo changes. New information and delay in receiving information alter their relationship and their instructional and motivational needs. The shorter the lapse of time between the exchange of communication the better. (Emphasis in the original.)

In his research report, Flinck (1975) discusses this interaction mentioned in a previous study by Graff(1965) who distinguishes between two communication circles- the inner circle and the outer circle. He considers this interaction to be the core of correspondence education. The inner circle represents communication where the student communicates with the study material. It occurs with the help of exercises, text, and self-checked tests. He considers this to be the core of correspondence education.

The outer circle represents the two-way communication where the student responds to the assignments for submission and sends them to the school, which returns them corrected and commented upon. This two-way communication - the outer circle - gives rise to a condition where the student become less autonomous and more dependent on a teacher's guidance and control than when communication occurs only within "the inner circle."

The study "Correspondence Education Combined with Systematic Telephone Tutoring," (Flinck, 1979) adduced that telephone tutoring has been of greater advantage to students studying a foreign language than to students studying a subject belonging to the social sciences.

Quite often correspondence education is combined with face-to-face meetings. Various arrangements are being practised from boarding schools to Sunday classes in Korean ACHS (Hong, 1976). Many of the large multimedia projects, such as the British Open University and the Japan Correspondence High School, have systematized these meetings and made them a component in the educational system. In these cases, education is based on correspondence material but is supplemented by meetings and conferences for teachers and students. In the Federal Republic of Germany, certain correspondence schools arrange correspondence education, combined with face-to-face meetings (Wangdahl, 1977).

Other efforts to improve and reinforce two-way communication education are made by means of electronic devices; e.g. by radio, television, and other media.

The Uses of Broadcasting

Even though in the not too distant past communication equipment was not as highly sophisticated as it is to-day, broadcasting was widely used for correspondence education. There is a wide consensus that the broadcasting media have contributed greatly to remedying some of the deficiencies in correspondence education and that they open up marvelous technical possibilities for instruction (Klapper, 1960; Gagne, 1968; Dodds, 1972). This seems to be a good place to reflect on the following questions: "In which respect are they effective?" and "How are they being utilized?"

It is often argued that application of the broadcasting media to the instructional process carries the advantage of reducing educational cost and improving the quality of teaching. It seems that the results of utilizing broadcasting media in correspondence education are manifold. Firstly, when the strength of the broadcasting media is efficiently used, there is a perceivable increase in the effectiveness of instruction. Research results have produced empirical evidence that when the media are applied in achieving educational objectives in the cognitive domain, student achievement is usually either higher or at least the same as that level achieved without its use (Dodds, 1972). This holds particularly true when there is a need to instruct a large number of people in simple procedures in a short period of time. Of course, this process requires teachers to preview the program at the time of planning for instruction.

It is important to note that any application of broadcasting media must be considered in the larger context of instructional procedures. The point is that the usefulness of the media is largely determined by how carefully instructional procedures are planned. Gagne (1968) stresses the importance of carefully designing and operating instructional procedures as a means of ensuring the usefulness of the media in education. He reflects the view that the effectiveness of instruction consists not so much in the characteristics inherent in the media as in the methods of designing and operating instruction which deserve the name of educational technology.

In the well-structured Japanese program the broadcasts are prepared with great care to fit into correspondence curriculum (Hong, 1976). For instance, preparation begins about one year before the programs are to be heard on the air. At that time, decisions are taken as to what subjects are to be treated in programs for the school year. As soon as basic decisions are made, the division of correspondence education plans the contents of the desired programs. In this process, the planners confer repeatedly with the Japanese Broadcasting Corporation (NHK-Nippon Hoso Kyokai) Correspondence School, and take into account nation-wide surveys of opinion by the NHK Radio and Television Culture Research Institute, reports from co-operating schools, and all appropriate feed-back from previous programs. When the Director of Education has approved the course plans, they are sent to the a committee of the National High School Correspondence Education Research Association. Then, the lecturer in each course takes part in the drafting of plans and the making of schedules. They regard the combination of broadcasts with correspondence studies a very powerful one. Since 1951, radio broadcasts have been a regular part of correspondence study, and since 1961, television as well. In 1963, an NHK correspondence school was founded to provide a place where the combination of broadcast and correspondence schooling could be operated.

There are many examples of broadcast correspondence projects and courses from which it can be seen how the use of broadcast in this connection has varied. Dodds (1972) notes that radio has a special power to stimulate imagination and interests, in addition to its advantages of cheapness and its non-literate appeal. However, its limitations and problems have to be considered.

In his study of "Radio-Correspondence in Multi- Media Systems", Harris (1977:43) notes that:

> The greatest limitation to radio in education is that only if the listener is willing to listen and able to listen with constant and close attention and understanding is it able to communicate. A further limitation is that communication, even with full understanding, is only part of the process of learning and of education. Without practical use and application of that communication there will have been only a little learning achieved. Radio is severely limited in its capacity to rouse the learner to such an active role or to guide the activity itself. ... The correspondence element can provide the durability, the visual element and a much larger capacity for stimulating to active learner participation.

The foremost limitation concerns the possible uniform instruction which might result, at the expense of the attention devoted to individual interests and needs of learners.

The educational objectives and content usually dictate the type of instruction: Some require a single, uniform process, whereas others call for a combination of different instructional patterns, depending on the individual needs of the learners. It is in this respect that the broadcasting media cannot become a total substitute for a teacher. Applications of media require careful identification of the areas where they offer greatest effectiveness.

Another limitation of the broadcasting media is that instruction via the media is devoid of personal interaction between teacher and learners, with the consequent result of dehumanizing the educational process. The problem is especially centered around the question of how to motivate students.

The Consideration of Curriculum by Correspondence

The meaning and function of education by correspondence are the same as those of education in general. The main differences lie in that, generally speaking, correspondence education offers a "second chance" to people who have missed out on some prescribed requirements of formal schooling. For such people, the correspondence school, in terms of continuing education, gives them a good chance to get their certificates. The correspondence school curriculum is, in most respects, designed to meet the special needs of this type of student. In connection with these needs, Anand (1979:75) indicated:

> Adverse criticism of correspondence education stems from the absence of a statement indicating why this type of education is necessary, for whom it is meant and what interest does it serve. While the student body receiving correspondence education seems never quite definable, as perhaps it should be, the why and wherefore of the innovative programme can be answered to the entire satisfaction of the tenets of the philosophy of correspondence education. It is

> very legitimate to find out as to what extent such a programme of instruction can become an integral part of the total educational system.

The direction of the curriculum is brought about by reviewing the various concerns and issues in the sociological, philosophical, psychological and cultural domains of education.

A rationale for the curriculum is not only a reason but actually a conviction or substantiation for proposing certain things in the field of education. Skager and Dave (1977) suggest that all curriculum can be divided into six interactive components. These components are: Objectives, Curriculum Plan, Teaching Methods and Learning Activities, Learning Materials, Evaluation Procedures, and Curriculum Implementation.

In above sense, the approach is to design not only cognitive domain of each subject but also a special curriculum related to their needs which include information and knowledge of the living environment and introductory occupational skills. (Townsend-Coles, 1977)

Questions such as "Why educate students who have already dropouted out?", "Education of adults for what purpose?", "What should be taught to correspondence students?", "What is the teacher's role in the educative process?", "What impact does society have upon the correspondence school and vice versa?", and many others constantly confront the curriculum worker. These questions must be carefully reviewed in order to provide students with more successful schooling. Decisions about these important concerns set some guidelines for curriculum development in correspondence education because of how an individual feels, believes, and interprets his environment and the people in it; this will have an effect on his behavior. For instance, it might be useful to consider some of the reasons why students are not motivated to learn and to achieve in the correspondence school system.

As the varying nature of the content of correspondence courses demands variation in presentation, there is no one correct method of writing a correspondence course (Erdos, 1967). Hence, methods of writing vary as widely as the needs of the student and the nature of the subject matter. Erdos advises (1967:15):

> In approaching the task of writing a correspondence course, the writer must understand fully the purpose of the course of instruction, the level of the students who will be receiving the instruction, their aim in studying the subject, and the precise syllabus content required to fulfill the purpose of the course and enable the students to achieve their aim. In some cases, the syllabus content will be already defined, for example, when certain subject matter has been prescribed for study in preparation for a particular examination. In such cases, whether or not the instruction is by individual tutoring, class instruction or by correspondence, all students will be preparing to sit for the same examination. In cases where the content of the syllabus has not

> been determined, the writer has to decide upon the subject matter which must be covered to fulfill the purpose of the course. Whether the writer is writing a course with a syllabus already prescribed, or is himself prescribing the area of study in his course, he must survey his field before he begins to write in order to be absolutely clear about the coverage required and to plan the programme accordingly.

The designers of correspondence courses have been concerned with finding ways of helping students attain their objectives. Their concerns center around such topics as: The compatibility of a combination of subjects, individual subject courses, individual study units, programmed components in a particular course, supplementary oral elements, individual media courses and so on.

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In connection with this aspect, correspondence instruction is a delivery system for the curriculum, program, and learning unit of study. Therefore, there are a variety of factors involved which are important for curriculum design for the correspondence system itself. The importance of correspondence programs has been emphasized by Holmberg who points out (1977:23):

> The relevance and propriety of objectives for the main educational goals, their relevance as seen from a wider perspective than that of the course that is being planned, their influence on the self-actualization of individual students whose integrity must be safeguarded, and their compatibility with pluralistic approaches important to be considered over and over again in the course of the planning process.

According to him, it is also important to know something about students, their goals, social and educational backgrounds, incentives and motivation, why they study "through correspondence school" and how they learn.

Administrative Aspects of Correspondence Education

Commentators on correspondence education repeatedly stress the lack of satisfactory administrative machinery for its efficient functions (Erdos,1975; Singh,1978; Flinck,1978; Anand,1979). They suggest that a policy decision to establish a correspondence teaching system can be made with confidence only after a detailed feasibility study has been carried out. It is essential that all educators should have knowledge and understanding of the conditions and educational problems of a particular area, and a practical knowledge of the operation of correspondence teaching. A study prepared for the International Educational Reporting Service by Erdos (1975,6) proposed the explicit identification of the educational problem for which it is thought that correspondence teaching might be a solution:

> Is it a passing need which will require a temporary operation for a limited period until this need is met? Or is it a continuing need so that, once established, the institution will be a permanent organ of the national system of education? What is the extent of the demand? What will be nature of the student body? What will be their status when they complete the studies it will offer? What are the estimated capital and running costs? Is the planned institution's programme to be limited to meeting the particular need for which it is to be established,

> or will its operation be later expanded to meet wider demands? If so, at what rate can increasing running costs be met.
>
> What are the possible methods of two-way communication with students? Are the postal services adequate? Are there other possible means of distribution of teaching material: Bus routes, waterways, through village authorities or through other educational establishments? Is radio transmission and reception available, and to what percentage of the potential student body? Will instruction by a combination of printed material and radio or television reach all those who wish to study, or will it limit the numbers who can receive instruction because some do not have access to radio or television? Should the printed material alone give adequate coverage of the course of instruction. with radio or television providing supporting programmes for those who can receive them?

It is essential that before any country undertakes to embark on correspondence education as part of the national education system, feasibility studies on proper administrative structures should be conducted (Townsend-Coles, 1977). Townsend-Coles made the following recommendations in his book "Adult Education in Developing Countries" (1977:65-71):

> ...governments should take a long-term view and establish the necessary institutions and structures. --- In its simplest form what is required is that at national level there should be an authoritative body which can advise government on the framing of policy and subsequently ensure that the tasks to be undertaken are remitted to the respective providers. Such a body will need to maintain a continuing over-view of the total development of adult education.

He considered correspondence education to be one of the areas of adult education and suggested that an effective department of adult education in a ministry responsible for continuing education is the single most important resource, and the one to which the highest priority should be given for its formation. Within the department there should be divisions dealing with the various aspects of the work. His ten divisions are (1977:77):

1. Administration and Finance
   Personnel; Scholarships; Grants-in-aid; Registration of activities; buildings.

2. Inspectorate
   For all adult educational activities aided by public funds and for the inspection of private institutions.

3. Training
   The training of personnel; management of training centres.

4. Material Resources
   Equipment; printing facility; educational aids.

5. Evaluation
   An evaluation unit, possibly in the University rather than the Ministry.

6. Examinations and Curriculum
   For courses leading to qualifications.

7. Library Service

8. Correspondence Education Unit

9. Mass Media
   8 and 9 could be combined.

10. Reference Committees

> Committees on various aspects of adult education which have priority or deserve specialist consideration. Examples might be Literacy and Vocational Training. Reference Committees may be formed for special tasks and then disbanded.

On the other hand, Anand (1979,131) argues that by its nature correspondence education is a component of two activity patterns: One administrative and the other academic:

> However, these patterns do not run in successive phases with the result that the academic pattern is present in the background when the administrative pattern is at work and the administrative pattern takes a back seat when the academic pattern is in full play. Very often they impinge on each other, come into a headlong clash resulting in avoidable delays and embarrassments.

There are a variety of difficulties in the path of progress of any institute of correspondence courses, especially in the initial phase. Furthermore, the real administrative difficulties in a correspondence course institute are intimately linked with those in the general administration of the regular school system as a whole and cannot be thought of in isolation (Rath, 1976). This means that such institutes usually do not command an independent status being only part of the entire regular school set up.

In connection with the organizational system of a correspondence institute, a pilot study conducted on the M.ED. students of correspondence courses of Himachal Pradesh

University in India by Bhushan and Sharma advocated the system's approach to correspondence education. They identified two functional phases for the operation of a correspondence institute, one administrative and the other academic (1976:97):

Elements at the administrative phase

1. Deciding about venues of contact programmes.
2. Inviting students' preferences for a venue of programme.
3. Selecting and deputing co-ordinators and teacher from Directorates.
4. Inviting experts.
5. Sending reference books and other material to a venue of a contact programme.
6. Preparing instructional objectives.
7. Preparing a battery of tests to be administered to the students during contact programmes.
8. Arranging students' lodging.
9. Developing time schedule.
10. Setting up a temporary library.
11. Appointing subordinate staff.
12. Issuing relieving chits.
13. Making payments to the staff.
14. Submitting accounts.
15. Submitting report to the university about the conduct of contact programme.

Elements at the academic phase.

1. Informal meeting.
2. Distribution of written statements of the objectives.
3. Administering a battery of pre-tests on all the courses the students are going to take up.
4. Distribution of time schedule.
5. Lectures preceded by point-synopsis.
6. Discussion.
7. Seminars.
8. Library work.
9. Individual guidance.
10. Evaluation of students' performances.
11. Evaluation of the contact programme.

In view of the important role that correspondence institutes will be required to play in reshaping and strengthening the administrative system, serious practical thinking is called for in this regard.

CHAPTER III

THE DESIGN OF THE STUDY

Research Design

The aim of this research was to establish an operational strategy to prevent the dropout incidents among the ACHS students in Korea.

To achieve this aim, the research contained both quantitative and qualitative data as the author believes it is important to define the characteristics of individual student and institutional structures, and to describe the components of a strategy for the prevention of students' dropping out.

Quantitative data was collected by the use of a questionnaire administered to find out what differences between dropouts and non-dropouts lie in:

1. their personal factors, family backgrounds and occupations, and
2. their perceptions concerning instructional methods of the ACHS.

Qualitative data involved the use of private interviews designed to elicit personal details, human conditions regarding the dropout problem, the students' expectations for the future and desired environments for achieving goals in the structures of ACHS. Much valuable interview data provided a means of cross-validation of variables unearthed through the questionnaire approach.

Rationale For the Design of This Study

As mentioned before, a combination of approaches has been used in this study: One, quantitative, which is based on the questionnaire administered, and the other, qualitative, based on the interviews conducted. As the variables analyzed in other research studies on the dropout problem are highly complex, quantitative analysis by itself is inadequate if meaningful information is to be obtained. Generally, quantitative research tries to find strategies that minimize the role of participants. Researchers try to standardize the interpretations that they attribute to data gathered by their pre-structured format. Following behavioral techniques, a coding scheme and a certain framework for interpreting observed behaviors can be developed and communicated.

By quantitative methods, researchers have come to mean the approaches of randomized experiments, quasi-experiments, multi-variate statistical analyses, sample surveys, and the like. There are many staunch proponents of quantitative methods among educational researchers (Campbell & Stanley, 1966; Carlsmith et. al., 1976; Cook and Campbell, 1979). Campbell and Cook (1979:8) describe the advantages of their method types as follows:

> The major advantage of an experimental enquiry is that it provides researchers with unequivocal evidence about causation; secondly, it gives researchers better control over extraneous variables. Finally, it allows researchers to explore the dimensions and parameters of a complex variable.

In contrast, qualitative methods include ethnography, in-depth interviews, case study and participant observation. Below are some of the opinions supporting the qualitative side of methodological debate. Wilson (1977:250) indicates that the phenomenologist points out that the adoption of a particular framework for interpreting and coding behavior is arbitrary.

> ... the most important frameworks to understand might be those of the subjects rather than the researchers. The objective social scientist, in standardizing the interpretation, may have destroyed some of the most valuable data he or she had. ... To know merely the fact that feelings, thoughts, or actions exist is not enough without also knowing the framework within which these behaviors fit.

A number of researchers (Eisner, 1979; Becker, 1969; Cook and Campbell, 1979; Wilson, 1977) claim that the researcher must develop a dynamic tension between the subjective role of participant and the role of observer so that he is neither one entirely. They also have promoted the notion that the researcher is the "main instrument" and, therefore, an integral component of the research, a position which charges him with the obligation of deciding in which direction the research should be pursued.

Wilson's (1977) concept of "synthesis" and Eisner's (1979) notion of "connoisseurship" also consider the researcher as being a dominant and identifiable part of ethnographic research. Wilson explains that the underlying principle guiding this kind of research is the assumption that individuals have meaning structures that determine much of their behavior (1977:254). He asserts:

> The research seeks to discover what these meaning structures are, how they develop, and how they influence behavior, in as comprehensive and objective a fashion as possible.

The problem is that an inconclusive debate about the appropriate methodology to be followed in educational research still rages on. This study feels that it is not necessary to use one method, to the exclusion of the other, in order to arrive at valid conclusions.

Cook and Reichardt (1979) expressed that redefining the debate as two separate and legitimate arguments reveals the fallacy of current ways: Rather than being incompatible rivals, the methods can be used together as the research question demands. They suggested that qualitative and quantitative methods can be profitably used together, both in the context of evaluation research.

In this study, the researcher had to consider certain external constraints that were imposed on the research design. For example, the time for the research, and the problems of rapport and interaction between the researcher and participants. Furthermore the first procedure of this study was to assess the effects of various student variables upon academic achievement and dropout phenomenon among students enrolled in the Korean ACHS. However, for the practical operation of the study, there were some difficulties in identifying and organizing material into certain categories because effective work in a dropout study initially requires some consideration of the total situation itself. Cope and Hannah (1975) indicated that even with research designed specifically to identify factors associated with dropouts from school, findings are often contradictory and seldom illuminate the sources of difficulty for other students or their schools. On the other hand, too many of the investigations are single variable studies that assume a particular variable (such as academic performance, financial support, and family background) and can be used directly to assess successful school life or the likelihood of dropout. These single variable investigations take an over-simplified approach to the problem. Cope and

Hannah (1975:8) stated:

> The usual attempt has been to look for certain basic personality characteristics that would help one arrive at a generalized concept of the "dropout personality" rather than for those types of individual orientations that might be differentially related to attrition in various types of institutional settings.

Furthermore, it is assumed that quite distinct phenomena may be processed in the case of those students who leave to return to school, as compared to those who leave temporarily - so called "stop-outs" or those who transfer to another academic institute. In addition to these problems, a study on the dropout problem might use widely different standards of measurement, various approaches of interpreting, and diverse follow-up techniques to obtain long-term historical data (Astin,1975).

In the case of this study, the researcher decided to have a combination of the questionnaire and interview techniques. The interviews conducted were, more or less, unstructured, as the interviewer did not want to be the dominant personality in the interview situation, if he was to be able to obtain information on the lived-in world of the students.

Such a research design and approach was seen as most appropriate for the present study because of the very nature of the problem investigated.

There were two kinds of data that were used in this study:

1. Information from general respondents to whom the questionnaire was distributed.
2. Information from specific respondents chosen by the researcher with the help of the teacher to select students who would volunteer more information.

The Use of the Instrument

1. The Questionnaire Approach

Good (1972) states that the questionnaire is a popular method of obtaining information in research. In discussing the appropriateness of the questionnaire, however, he raises two main issues. The first is the cooperative nature of the questionnaire and what is often a lack of perspective by researchers concerning what may reasonably be asked of busy respondents. The second issue involves how good the "best evidence" is whereby the same, and often more accurate, information can be gained from alternative sources.

For this research these two issues were pertinent. Firstly, most ACHS's students, especially dropouts, may not have the time to devote sufficient attention to completing a lengthy survey sheet and secondly, a considerable amount of the required information was obtainable from the records of ACHS and the other documents and guidlines which KEDI's research team has done.

It was decided, therefore, to attempt a type of multiple-choice checking questionnaire. The check list or closed questionnaire is comprised of a set of categories for the respondent to check (Good, 1972) and it provides categorized data that greatly facilitate tabulating and summarizing processes.

Sample Selection

For this research, it was possible to sample areas or clusters of elements first, and then to sample individuals or elements within the clusters. This procedure is called "area or cluster sampling" (Sax, 1979). The major advantage of using an area or cluster sampling method was to reduce costs per elements sampled and to reduce error in such a way that differences among clusters are small in comparison to the variability within clusters.

Using these criteria, two survey areas purposely were selected: One in Seoul which is a high density, urban area, and the other is a rural area standing in contrast to Seoul in many respects. The criteria used to select these representative schools were: Demographic location; school determined by sex; and type of school.

Of the sample of 970 students selected who were registered during the 1980-1981 school year in the four ACHS, 648 returned the completed questionnaire by the required date. These 648 students (the analyzed sample) are compared with regard to sex and their status as students in Table 6.

Table 6

Number of Students Designated and Number Participating (Classified by Sex and Status of Student)

Sex Status	Male	Female	Total
Dropouts	75 (142)	93 (200)	168 (342)
Non-Dropouts	221 (298)	259 (330)	480 (628)
Total	296 (440)	352 (530)	648 (970)

( ) indicates students targeted

Both dropouts and non-dropouts were chosen from the same school in the same area, during the same period in order to compare the performance of the dropout students with the non-dropout students. For purposes of administering the questionnaire to the dropout students, it was necessary to get help from the KEDI and correspondence teachers of each chosen school.

Development of Questionnaire

The questionnaire administered was composed of 50 items, 24 of which were used by the investigator for analysis as they were judged by the investigator to be the ones which could yield data appropriate for the overall purpose of this study. The remaining 26 items gathered information for KEDI and were not directly part of this study. For the most part the instrument, its structure and items, derived by the researcher from a variety of recent research instruments, especially those developed by Kalplan (1965), Spady (1970), Cope and Hannah (1975), Tinto (1975), and Astin (1975). Modifications and additions to the questionnaire were made as a result of advice solicited from and offered by various research members in KEDI. See Appendix A for an example of the questionnaire. The enquiry set out to obtain information from students in two main categories: One, the students' characteristics related to personal factors, family backgrounds and occupations, and the other, information on students' perceptions concerning schooling, radio instruction and learning materials.

According to Good (1972:230) the closed questionnaire is most appropriate when the researcher's objective is to count the frequency and percentage of responses, when the respondent's opinions can be well structured, when the items can be presented clearly and concisely, and when the researcher is well informed about the respondent. In this study, it was considered that all these criteria were satisfied and that the check list questionnaire was a suitable instrument for part of the study.

The procedure for validation of the questionnaire concerned itself with several questions:

1. Does each question relate to the topic of research?
2. Will the questionnaire yield the data necessary to answer the questions posed in this investigation?
3. Should any items be added to or deleted from any part of the questionnaire?
4. Are the questions and directions clear and unambiguous?
5. Has any concept of "what is important in a student's life" been omitted?

There were several stages to this validation procedure:

1. As mentioned earlier, many of the items were selected from previously developed tools prepared to define the

characteristics of dropout students and their institutes by earlier researchers.

2. Upon preparation of the initial draft of the questionnaire, it was submitted to two principals (of the ACHS in Youngdoeng Po High School and of Chung Ju Girls' High School) who were asked to review it in terms of the questions outlined above.
3. The modified edition was given to a pilot group of 62 students, attending the Youngdoeng Po ACHS, who were asked to complete the questionnaire which consisted of 50 items and indicate any difficulties encountered. It was a step towards the selection of final survey content.
4. The final revised edition was then submitted to the researchers in KEDI who are also interested in this study, resulting in some further modification. Some modifications, mainly instruction and wording changes resulted from this stage.

The same questionnaire was given to both the dropouts and non-dropouts to compare and contrast possible differences in attitudes and commitment towards schooling between the groups.

Data Collection Procedures

All of the data was collected in the selected four ACHS's by the researcher and his assistants. Data collection was begun in the first week of June and completed by the end of July in 1981. Every attempt was made to ensure anonymity and confidentiality of the schools and both dropouts and non-dropouts participating in the study.

Before a researcher visited a school during Sunday classes, permission to include the school in the study had been granted by the schoolboard and the principal of the school. Although these schools are constantly asked to co-operate in providing data for research projects, the research assistants in KEDI were pleased to note that they were willingly given the fullest assistance during their visits.

Once dropouts and non-dropouts had been identified by using the current school registers, the questionnaire sheets were distributed to non-dropout students by the homeroom teachers. For the dropouts, the questionnaire was mailed out by the researcher. For non-dropouts, the returns exceeded 85 per cent, but only 52 per cent for dropouts. An obvious problem in a study of this nature was the administration of the questionnaire to those who had dropped out. To partially offset this difficulty, questionnaires were sent twice to non-respondents whenever possible.

Analysis of the Data

As was stated previously, the purpose of this questionnaire approach is to provide a description of the characteristics of both the dropouts and non-dropouts and basic information of their attendance which exist in some ACHS. It was not the researcher's intention to use the findings for predictive purposes but merely to observe whether the picture of dropout phenomenon does differ among the various factors of ACHS's setting and students. In light of these conditions, the analysis of data was deliberately limited. The questionnaire data were analyzed with statistical procedures in terms of frequency distributions and percentages.

After each variable was divided into categories, a separate table was created for each of the variables estimating the effects of dropping out. The values of chi-square indicated the probability of differences in the characteristics between dropouts and non-dropouts. When the value of chi-square indicated significant differences in the distributions, they could be examined to determine the nature of the differences. For this study the "differences" in distributions were accepted to be significant only if those results reached a level of significance less than .05.

The information from this analysis was used in establishing a strategy for the prevention of dropout from the ACHS.

The Interview

The purpose of the interview was to obtain "qualitative" data on aspirations, expectations, attitudes, opinions and experiences of students who have enrolled and dropped out from the ACHS. The rationale underlying this methodology is based upon the assumption that what they say and do is consciously and unconsciously shaped by the lived-in situation. It was to provide "real world" examples to enliven the statistical questionnaire report from the earlier discussion. The analysis of these interviews proved so valuable in identifying key variables that the earlier questionnaire survey data were analytically reexamined, based upon the findings of the in-depth interviews. As Knapp points out, following the above method ensures that research findings are "grounded"; this endows the results of a study with a "high site-specific validity" (Knapp, 1979:24). According to Cook (1979), the greatest benefit of this combination of methods is that it facilitates the generalizability of insights derived from qualitative data.

Knapp also states (1979:96), there is an expectation that qualitative approaches will provide a research paradigm which attends to the socio-cultural context of education and gives a real-world quality to quantitative data.

Having the above considerations in mind, the interviews for both the dropouts and non-dropouts were open-ended; discussions were encouraged to elicit information on the interviewees' lives and of their opinions of the ACHS. This technique also afforded the interviewer more latitude in that he did not have to follow strictly a systematic observational instrument as commonly used in structured interviews.

The Choice of Interviewee

Taking Korean geographical characteristics into consideration, the researcher tried to find out the examplary dropout and non-dropout groups for the interview approach. The criteria for choosing interviewees were as follows:

1. the same number from both the largest city in Korea and from a country area, respectively;
2. a small number of samples as possible for convenience in gathering information;
3. the chosen interviewees might be thought of as examplary dropouts and non-dropouts in both the city and country area.

According to these criteria, the target districts to be chosen were Seoul and Cheongju. Seoul has a population of 8,366,756 (a temporary report of the 1980 census) and is the largest city in Korea. Seoul has about one-fourth of the Korean population and is the centre of politics, economy, culture and education. Seoul could be said to be a typical city with the various characteristics of city life.

Cheongju has a population of 252,985 and is the centre of the Chungbuk province, where the provincial government is situated. Cheongju is a small city, but more than half of the correspondence school students come from Cheongwon-Gun, Jincheun-Gun, Boeun-Gun, Keusan-Gun, and Yeungi-Gun, which are located in the hinterland of Cheongju city. There are eleven small cities - population under 300,000 - which have Air and Correspondence High Schools. The following tables are the statistics for the dropouts in midcourse, according to the school register. Table 7 is the vital statistics on dropouts from Youngdeungpo High School and Table 8 from the Cheongju High School and the Cheongju Girl's High School.

Finaly, ten interviewees, made up of five dropouts, five non-dropouts, were selected from the ACHS, Youngdeungpo ACHS in Seoul and Cheonju ACHS in Cheonju City. At the beginning of July, 1981, these schools were simply asked, by the researcher, for the names of 20 students and 20 dropouts who left during the period 1980/81. They were also asked for

Table 7

Enrolment and Attrition Statistics in Youngdeungpo Air and Correspondence High School

Year / Section	1979		1980		Total		Rate (%)	
	Male	Female	Male	Female	Male	Female	Male	Female
Number of students registered at the beginning of the school year	411	-	437	339	848	339		
Number of dropouts during								
1st grade	153 (411)	-	51 (179)	97 (339)	204 (590)	97 (339)	34.6	28.6
2nd grade	-	-	52 (258)	-	52 (258)	-	23.6	-
3rd grade	-	-	-	-	-	-	-	-
Total dropouts	153	-	103	97	256	97		
Rate of dropouts	37.2	-	23.6	23.6	30.2	28.6		

1. This correspondence high school was founded in 1979 with the 1st grade only.
2. The numbers in the parentheses are those of the students in the register at the beginning of the school year.

Table 8

Enrolment and Attrition Statistics in Cheongju Air and Correspondence High School

	1976		1977		1978		1979		1980		Total		Rate (%)	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Number of students registered at the beginning of the school year	303	284	306	239	204	234	201	317	205	566	1.439	1.640		
Number of dropouts during														
1st grade	53 (116)	27 (129)	92 (108)	32 (121)	34 (108)	31 (144)	53 (95)	13 (146)	43 (94)	69 (345)	285 (634)	172 (885)	4.5	19.4
2nd grade	22 (187)	21 (155)	15 (59)	5 (105)	10 (57)	22 (90)	22 (62)	10 (102)	7 (57)	8 (130)	80 (476)	66 (582)	16.8	11.3
3rd grade			8 (139)	11 (134)	1 (39)	0 (100)	(44)	3 (69)	(54)	7 (91)	10 (329)	21 (394)	3.4	5.3
Total dropouts	75	48	115	48	45	53	75	26	50	84	375	259		
Rate of dropouts	24.8	10.9	37.6	20.1	22.1	22.6	37.3	8.2	24.4	14.8	26.1	15.8		

each interviewee's age, sex, grade, academic performance, and address.

The researcher screened the preliminary list recommended by the ACHS's and selected the final ten interviewees. There were two main considerations to be borne in mind when participants for the interviewees were chosen: (a) participants were not special cases and (b) the participants chosen were ones judged likely to be as cooperative as possible in carrying out this study. To select the ten interviewees, most of the factual information asked for could be obtained directly from the school roll book and register, but some of the information was a result of a subjective assessment, made retrospectively by the teacher.

The researcher reviewed the interviewees selected and recommended by the ACHS teachers. The following are the participants' personal profiles or thumb-sketches:

1. From Youngdeongpo ACHS in Seoul

   Chinseun Kim: Second year. Rural-farm family background. Presently, running a branch shop of a cosmetic franchise. No absenteeism and having good marks during the second year. Student's Records indicate active, studious disposition and fine leadership potential.

   Koohee Lee: Second year. Small-town background. Married and quite old (36 years). Full support from husband and children. Of good academic standing all the time. Student's Records indicate well-behaved student with leadership qualities. Chairperson of Girls' Council. A fine example of housewife-student.

Sookeum Kim: Second year. Financially poor miner family background. Presently, working at the textile factory and staying at the factory dormitory. Good marks and no absenteeism. Recorded as studious and well-behaved student. A model of factoryworker-student.

Suckchul Kim: Senior Dropout. Rural-farm family background. Currently working as boiler repair man. Quite active, cooperative in all the school activities. First in the class after the 1st semester in ACHS. Later dropped to middle standing. His teacher attributes the drop in his marks to lack of effort and commitment on the part of the student.

Yunsoon Park: First Dropout. Rural-farm family background. Married to a factory labourer. In sharp contrast to Kookhee Lee, dropped out at the very beginning of ACHS. Not much data are available in her Student's Records. No information can be obtained through other sources such as her teacher.

2. From Cheongju ACHS in Cheongju City

Yong Youn: Senior. Rural-farm family background. Older student. Married and has 2 children. Currently, running a small shop of his own (watch repair and retail). Student's Record indicate his diligence and fine leadership qualities. He hopes to continue to Air Correspondence College.

Hyukyul Kwon: Second year. No absenteeism during the freshman year. Fine marks. Parents are retired from low civil service jobs. Supports his younger siblings at school. Independently working in a factory in the city. Hopes to continue to a regular college.

Sungsik Choi: First year Dropout. High absenteeism caused him to fail. Financially poor farm family background. Widowed mother and many siblings. Very poor marks. Student's Records suggest that more effort in studies is needed if marks are to be improved.

Byungyun Lim: First year Dropout. Born on a Rural farm but the family moved to a city when she was young. Working as a nurse-aid in a private clinic. Poor marks. An example of dropout with a job.

Youngsoon Lee: Second year dropout. Born on a rural farm but moved to a city when young. Parents are both alive and own a small shop. Student's Records indicate her docile manner but suggest lack of initiative. Her marks the first year show her standing in the middle of class but she drops later to the near bottom, before she drops out.

Interview Procedure and Data Collection

This interview approach was set up in June, 1981, with the intention of covering the first sessional dropouts for 1980/81. As the national school year in Korea starts on March 1st and ends on July 30th, the school year was not then finished so it wasn't feasible to contact the schools immediately. The first part of the interviews was carried out between July 12-24 and the rest was accomplished before August 10. The schedule of interviews were set to be flexible in order to elicit enough information of various kinds.

Letters were sent to dropouts whom the researcher selected to interview. The letters explained the nature of the study and asked for cooperation in granting an interview to discuss issues related to the study.

All interviews were taped, with the interviewee's permission, and generally ran fron one to two hours. Most of the interviews were conducted in a place chosen by the respondent, for example, home, tea-room, restaurant etc. This had the advantage of privacy and gave the time necessary for a relaxed and non-threatening interview.

Complete transcripts of these interviews run to approximately 1,200 pages, double-spaced in Korean;

information not directly related to the Dissertation was edited out, leaving data translated into English, of approximately 150 double-spaced pages.

Interview Questions

Interviews were conducted according to a number of open-ended and choice-oriented questions which were not always used in sequence. Most interviews were to take their own direction, depending on the situation of the participant. The intent of the questions was to seek reasons underlying choices. Some questions did not deal directly with the problem of dropping out, but were absolutely necessary to put the interviewees at ease. The crucial questions dealt with the nature of student life and the relationships between the students and their interaction and the ACHS's structures. Some of the issues raised in the interviews were as follows:

1. The present levels and patterns of students' characteristics in the ACHS;
2. The relationship between students and selected variables such as: school organization, attitudes towards school, and radio-instruction or Sunday classes;
3. The general characteristics of dropouts and non-dropouts.
4. The range and nature of the ACHS's educational policies and procedures with respect to students.

5. The levels and patterns of students' aspirations and expectations in the future.

The following types of question were used in the interviews:

1. Examples of questions asked drop-outs:
   What was your purpose of attendance in the ACHS? What did you like/dislike about school? Could anything have been done to make you want or be able to stay in school? What social difficulties did you have when you were a student in the ACHS? When did you first consider leaving? How did you feel at that time? Did anything particular happen at the time? Did you consider enrolling in any of the alternative schools which offer vocational and special courses? How do your parents (or relatives) feel about your decision? Are you working now? Do you have any plans for the future? Immediate? Long range?
2. Examples of questions posed to non-dropouts:
   What is the purpose of your attendance in the ACHS? What do you like/dislike about school? What difficulties do you have in your school life? Have you ever considered leaving school? Are there any things in school that you would like to see changed? How do your parents (or relatives) feel about your being in school? Are you working now? What are your plans for the future?

The interviews produced responses to most of these questions. Some interviews of dropouts were retrospective cases, i.e. they relied upon the accuracy of participants' memories and interpretation of past events. Very often, to ensure a measure of internal validity to participants' replies, a series of cross-checks on critical questions was given throughout the interview procedure. Such questions followed closely those developed by Sax (1979).

On the other hand, to help overcome the possibility of forcing the biases of the interviewer on the participants and to ensure cooperation, the interviewer had, on a number of occasions, spent time in the participants' homes/schools in order that his face was familiar and the purpose for his visits generally understood. The interviewer was mindful of Good's (1972) observations that background characteristics of the participants; the perceptions, attitudes, expectations, and motives of the participants; and various behavioural factors of interviewer and interviewee, are sources of error and bias. Confidentiality of material was assured and every attempt was made to dissociate the interview from actual school activities.

Interview Analysis

The interview data were analyzed, and the content of each interiew was interpreted individually. The rationale for this is that reasons for dropping out, or conditions leading to the decision to dropout, are so complex that they do not lend themselves to categorization according to a simplified taxonomy or scheme.

When the researcher began to analyze the interview data, he was confronted with the task of organizing the descriptions into a simplified framework which could facilitate maximum clarity in presentation. After experimenting with numerous alternatives, the researcher opted for thick descriptive sketches which lend themselves to situational interpretation.

Some of the students responses yielded some unexpected ideas and suggestions, which the researcher had not thought of before, but which could have come only from the real life experiences of the students. These ideas and suggestions will be incorporated in the final recommendations the researcher will present for preventing or ameliorating the dropout problem in Korean ACHS.

CHAPTER IV

ANALYSIS OF THE QUESTIONNAIRE DATA

Introduction

One of the purposes of this questionnaire approach was to examine the difference between dropouts and non-dropouts. Presented in this chapter are the findings of a survey undertaken in the 648 samples included in the representative sample of schools from across the ACHS in Korea.

This is the first of two chapters that deal with the analysis of the data. This chapter is divided into two sections. The first section examines the respondents' answers for the factors influencing the tendency of dropping out from the ACHS in Korea. The second section focuses upon respondents' perceptions concerning teaching methods of the ACHS at the time students were enrolled in courses.

The basic provided dropouts' characteristics based on personal factors, family background and occupations. They also include information on dropouts' perceptions of instructional methods of the ACHS such as Sunday classes, radio instruction and self-study using prepared learning materials.

The congruence of perceptions of dropouts and non-dropouts is also examined. The findings from the questionnaire data and its analysis is presented in six parts:

1. family setting of individual students;
2. some characteristics of individual students;
3. occupational status in the life of ACHS;
4. efficiency of the Sunday classes;
5. efficiency of the radio instruction;
6. efficiency of the instructional materials for self-study.

Personal Characteristics

1. Some Characteristics of Individual Students

The characteristics of individual students treated in this part were divided into four sub-factors:

- a. age,
- b. marital status,
- c. type of previous school from which student graduated,
- d. reasons for choosing the ACHS.

a) Age

As can be seen from Table 9, the majority of students, 62.5 per cent, are in the 14 to 19 age bracket while 37.5 per cent of students are 20 years and over. However, there is no significant difference between the dropouts and the non-dropouts with regard to age groups.

Table 9

Differences Between Dropouts and Non-Dropouts

Distribution of Age

Distribution of Age	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
14 years and under	2 (1.2)	9 (1.8)	11 (1.7)
15 - 19 years	112 (66.7)	282 (58.8)	394 (60.8)
20 years and over	54 (32.1)	189 (39.4)	243 (37.5)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 3.5$ Not Significant at 5%

b) Marital Status

Table 10 shows a slightly greater number of dropouts among non-married students. The distributions exhibit the difference between dropouts and non-dropouts (3.6% vs 9.2 %). Contrary to general opinion, it indicates that the married student appears to be more desirous of continuing his/her studies. The difference is statistically significant at the 5% level.

Table 10

Differences Between Dropouts and Non-Dropouts

Marital Status

Marital Status	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Married	6 (3.6)	44 (9.2)	50 (7.7)
Non-Married	162 (96.4)	436 (90.8)	598 (92.3)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 5.5$ Significant at 5%

c) Prior Educational Background

As shown in Table 11, the majority of both dropouts and non-dropouts graduate from the regular junior high school (92.7 %). The difference between the two groups in the patterns of prior educational background is not statistically significant. Therefore, it does not appear that the type of prior educational experiences affect the student's decision to drop out of school.

Table 11

Differences Between Dropouts and Non-Dropouts

Type of Previous School From Which Students Graduated

Type of Previous School	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Regular Junior High School	156 (92.9)	445 (92.7)	601 (92.7)
Special School	7 (4.2)	24 (5.0)	31 (4.8)
Official Diploma by Examination	4 (2.4)	10 (2.1)	14 (2.2)
Miscellaneous School	1 (0.5)	1 (0.2)	2 (0.3)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 0.82$ Not Significant at 5%

d) Justification for Attendance in ACHS.

Table 12 indicates that the major reasons chosen for attending the ACHS are to gain admission to university (40.6%) and to attain a higher standard of living (49.7%). It appears that job elevation and income increment are not significant motives for the students. As a result, most students' desires are academic or connected with improvement of life style. There is no significant difference between the two groups.

Table 12

Differences Between Dropouts and Non-Dropouts

Main Reason for Enrolling in the ACHS

Main Reason for Enrolling	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
In order to go to university	70 (41.7)	193 (40.2)	263 (40.6)
To increase income and chance of promotion	15 (8.9)	48 (10.0)	63 (9.7)
To have improved life style	83 (49.4)	239 (49.8)	322 (49.7)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 0.2$ Not Significant at 5%

2. Family Setting of Students in the ACHS

a) Financial Responsibility for Students' Education

Table 13 indicates that the majority of ACHS students are responsible for their own tuition and other expenses. The non-dropouts are more likely to have most of their own financial responsibility for education than are the dropouts (23% versus 14.0%). The difference between the two groups are statistically significant at the .05 level. It is possible that one might consider that with additional financial support the percentage of student dropout would decrease. However, in this study, this perception is contradicted.

Table 13

Differences Between Dropouts and Non-Dropouts

Financial Responsibility for Students' Education

Financial Support for Education	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Myself	101 (60.1)	346 (72.1)	447 (68.9)
Myself and other family members	26 (15.5)	66 (13.8)	92 (14.2)
Other family members	39 (23.2)	67 (14.0)	106 (16.4)
Others	2 (1.2)	1 (0.1)	3 (0.5)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 10.1$ Significant at 5%

b) Financial Support of the Family

Table 14 indicates that the majority of students have some financial responsibility for not only themselves, but also for supporting other family members. However, there is no significant difference between the two groups.

Table 14

Differences Between Dropouts and Non-Dropouts

Financial Responsibility for Support of Family

Financial Support of Family	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Myself	22 (13.1)	79 (16.5)	101 (15.6)
Myself and other family members	74 (44.0)	213 (44.4)	287 (44.3)
Other family members	72 (42.9)	188 (39.1)	260 (40.1)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 1.3$ Not Significant at 5%

c) Degree of Concern Shown by Parents of Students in ACHS Education

Table 15 provides data on the degree of concern shown by parents of students in the ACHS. It shows that 62.2 per cent of the parents of both dropouts and non-dropouts show much concern for the education of their children attending ACHS. A comparison of the percentage of parents of great concern (dropouts, 57.1% and non-dropouts, 64.0%) shows that there is a slight difference between the former and the latter. Overall, however, the relationship between degree of parental concern and student status (dropout or not) is not of statisticial significance. Consequently, it can be stated that the degree of parental concern does not appear to influence the decision to drop out or not to drop out of a Korean ACHS.

Table 15

Differences Between Dropouts and Non-Dropouts

Degree of Concern Shown by Parents of Students in ACHS Education

Degree of Concern	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Very much	96 (57.1)	307 (64.0)	403 (62.2)
Much	52 (31.0)	127 (26.5)	179 (27.6)
Not much, but not little	11 (6.5)	29 (6.0)	40 (6.2)
Little	7 (4.2)	10 (2.0)	17 (2.6)
They do not care	2 (1.2)	7 (1.5)	9 (1.4)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 5.0$ Not Significant at 5%

d) Type of Living Accomodation

As shown in Table 16, 59.9 per cent of dropouts and 51.9 per cent of non-dropouts live with their parents. However, statistically, there is no significant difference between the two groups. These data, therefore, indicate that living with parents is not a factor influencing the dropping out or non-dropping out of students.

Table 16

Differences Between Dropouts and Non-Dropouts

Type of Living Accommodation

Type of Living Style	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Own home with family	101 (59.9)	249 (51.9)	350 (54.0)
With the relatives	13 (8.0)	55 (11.5)	68 (10.6)
Dormitory by self	14 (8.6)	37 (7.7)	51 (7.9)
Rented room by self	40 (23.5)	139 (28.9)	179 (27.5)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 4.46$ Not Significant at 5%

3. Occupational

a) Average Work Day of Employed ACHS Students

There are 473 students in the sample who are working. Thus, the analysis of occupational dimensions include 473 cases. The length of time ACHS students spend at their work places may be a factor influencing students to continue or discontinue their studies. Table 17 shows that only 37.2 per cent of ACHS students work for eight hours or less a day, while 62.8 per cent work for more than eight hours, which is the average official number of working hours for the labor force in Korea. It can be concluded from Table 17 that the majority of the ACHS students have less time to devote to their studies. However, in comparing dropouts and non-dropouts, there is little significant difference in the amount of hours worked per day. Therefore, the result of the comparison shows that the length of working hours does not appear to influence the student's decision to dropout of school.

Table 17

Differences Between Dropouts and Non-Dropouts
Average Workday of Employed ACHS Students

Average Work Hours	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Seven hours or less	3 (2.5)	5 (1.4)	8 (1.7)
Eight hours or so	47 (39.5)	121 (34.2)	168 (35.5)
Nine hours or more	69 (58.0)	228 (64.4)	297 (62.8)
Subtotal (%)	119 (100%)	354 (100%)	473 (100%)

$X^2 = 2.2$ Not Significant at 5%

b) Monthly Income of Employed ACHS Students

Students were asked to state the income they earn from their economic activities. The purpose was to determine the extent to which incomes earned by students affect the dropping-out situation. Table 18 shows that 61.2 per cent of both dropouts and non-dropouts earn less than an average income under the Korean official salary structure which is approximately $300.00 (using the currency exchange rate of June 1981, $1.00 = 620 Won). Only 12.7 per cent earn more than the official average income ($310.00 to $410.00). From the data, it can be concluded that the majority of students experience financial difficulties in their student lives. There is also no significant difference between the two groups.

Table 18

Differences Between Dropouts and Non-Dropouts

Monthly Income of Employed Students

Level of Monthly Income	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Less than $100.00	17 (14.3)	69 (19.5)	86 (18.2)
Between $101.00-$200.00	60 (50.4)	191 (54.0)	251 (53.0)
Between $201.00-$300.00	27 (22.7)	49 (13.8)	76 (16.1)
Between $301.00-$400.00	6 (5.0)	10 (2.8)	16 (3.4)
More than $400.00	9 (7.6)	35 (9.9)	44 (9.3)
Subtotal (%)	119 (100%)	354 (100%)	473 (100%)

$X^2 = 8.0$ Not Significant at 5%

c) Benefits Expected by Students on Completion of the ACHS Program

A question on the earning potential of students on completion of the ACHS program was used to discover their motivation in completing or not completing the program. Table 19 shows that only 18.4 per cent of both groups answered that they expect improved financial and academic benefits. About 44.0 per cent responded that they had no particular expectations.

When the two groups are compared it can be seen that 65.4 per cent of dropouts and 36.7 per cent of the non-dropouts reported that they had no specific expectations. Statistically there is a significant difference between the two groups. It could be concluded from Table 19 that no recognition is accorded by society to graduates of ACHS because many students do not expect to get promotions at their places of work even if they have successfully completed their correspondence studies.

Table 19

Differences Between Dropouts and Non-Dropouts

Benefits Expected by Students on Completion of the ACHS Program

Type of Expectations	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Financial and academic improvement	14 (11.9)	73 (20.6)	87 (18.4)
Not sure, but possibly some kind of benefit will be brought about	27 (22.7)	151 (42.7)	178 (37.6)
No change	78 (65.4)	130 (36.7)	208 (44.0)
Subtotal	119	354	473
(%)	(100%)	(100%)	(100%)

$X^2 = 30.8$ Significant at 1%

d) Co-Worker's Opinions of Student's Attendance in the ACHS

Co-workers here are defined as non-ACHS students with whom ACHS students are engaged in gainful activity. The purpose of seeking to know their opinion is to discover the extent to which they may be a source of encouragement or discouragement to ACHS students' continuance of their studies. Table 20 shows that 70.0 per cent of the co-workers of ACHS students reported that the ACHS in not of the same status as the regular high school. Furthermore, 5.7 per cent of both dropouts and non-dropouts stated that the ACHS is of a lower status than the regular high school. Statistically, no differences exist between the two groups. The low opinion held generally of correspondence education could be an influential factor in causing students to drop out.

Table 20

Differences Between Dropouts and Non-Dropouts

Co-Workers' Opinions of Students' Attendance at the ACHS

Level of Opinions	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Much helpful for future (ACHS is the same as RHS)	30 (25.2)	85 (24.0)	115 (24.3)
Helpful for future (ACHS is not the same as RHS)	84 (70.6)	247 (69.8)	331 (70.0)
Not helpful for future (ACHS is inferior to RHS)	5 (4.2)	22 (6.2)	27 (5.7)
Subtotal (%)	119 (100%)	354 (100%)	473 (100%)

$X^2 = 0.8$ Not Significant at 5%

Students' Perceptions on the ACHS's Teaching Methods.

1. Students' Perceptions on Sunday Classes

a) Effectiveness of Sunday Classes

Both dropouts and non-dropouts were asked to give their perceptions regarding the effectiveness of Sunday classes. As Table 21 indicates 79.1 per cent of both dropouts and non-dropouts are convinced Sunday classes are of great benefit for their studies. Only 12.2 per cent find Sunday classes are ineffective. However, in comparing the data on the two groups, there is clear indication that the non-dropouts (80.0%) are more positive on the effectiveness of Sunday classes than the dropouts (64.0%). Statistically, there is also a significant difference between dropouts and non-dropouts (with regard to students' perception on Sunday classes) at 0.01 level of probability.

Table 21

Differences Between Dropouts and Non-Dropouts
Effectiveness of Sunday Classes in the ACHS

Level of Effectiveness	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Very effective	40 (23.8)	214 (44.6)	254 (43.5)
Effective	67 (39.9)	170 (35.4)	237 (35.6)
Not effective, but not ineffective	34 (20.2)	69 (14.4)	103 (14.7)
Ineffective	27 (16.1)	23 (4.8)	50 (5.4)
Very ineffective	0 (0.0)	4 (0.8)	4 (0.8)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 38.6$ Significant at 1%

b) Adequacy of Bi-Monthly Sunday Classes

In Table 22, only 13.0 per cent of both dropouts and non-dropouts reported that the Sunday classes were frequent or too frequent, and 42.9 per cent stated that the number of Sunday classes is just adequate. About 44.1 per cent reported that more Sunday classes are required. Statistical comparison shows that there is a significant difference between the two groups. It could be concluded from the data on Table 22 that more face-to-face instruction is required by the ACHS students.

Table 22

Differences Between Dropouts and Non-Dropouts

Adequacy of Fortnightly Sunday Classes

Level of Frequency	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Too frequent	2 (1.4)	4 (0.9)	6 (0.9)
Frequent	22 (13.2)	56 (11.6)	78 (12.1)
Just adequate	86 (50.9)	192 (40.0)	278 (42.9)
Infrequent	44 (26.3)	168 (35.0)	212 (32.7)
Very infrequent	14 (8.2)	60 (12.5)	74 (11.4)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 10.75$ Significant at 5%

c) Satisfaction with Sunday Classes Teaching

As revealed by the data on Table 23, 65.2 per cent of both the dropouts and non-dropouts responded that they were satisfied with Sunday classes. It could be concluded that no problem exists with Sunday classes, since only 11.2 per cent of both dropouts and non-dropouts report non-satisfaction. Percentage comparison shows a difference between the perception of dropouts and that of non-dropouts. No significant statistical difference exists between the two groups.

Table 23

Differences Between Dropouts and Non-Dropouts

Satisfaction With Level of Instruction in Sunday Classes

Level of Satisfaction	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Much satisfaction	54 (32.1)	142 (29.6)	196 (30.2)
Satisfaction	67 (39.9)	160 (33.3)	227 (35.0)
No satisfaction, no unsatisfaction	34 (20.2)	119 (24.7)	153 (23.6)
Unsatisfaction	13 (7.8)	49 (10.3)	62 (9.6)
Disappointment	0 (0.0)	10 (2.1)	10 (1.6)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 8.1$ Not Significant at 5%

d) Degree of Student Understanding of Instruction in Sunday Classes

Table 24 reports the degree to which students understand instruction offered in Sunday classes. It shows that 56.0 per cent of the dropouts and 40.7 per cent of the non-dropouts find difficulties in understanding the contents of the lectures. The majority of students (78.1%) answered that the content of Sunday classes is difficult to understand. Only 4 per cent of dropouts and 9.4 per cent of non-dropouts answered that instruction during Sunday classes is easy to follow. Statistically, it was also found that there is a significant difference between the two groups. It could be concluded from the analysis that the degree of understanding of the material presented in Sunday classes constitutes one of the factors accounting for the dropping out of students.

Table 24

Differences Between Dropouts and Non-Dropouts

Degree of Student Understanding of Instruction in Sunday Classes

Degree of Understanding	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
To hard to understand	94 (56.0)	195 (40.7)	289 (41.5)
Some trouble in understanding	47 (28.0)	180 (37.4)	227 (36.8)
Not hard, not easy	20 (12.0)	60 (12.5)	80 (12.5)
Relatively easy	7 (4.0)	29 (6.1)	36 (6.0)
Very easy	0 (0.0)	16 (3.3)	16 (3.2)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 15.7$ Significant at 1%

2. Students' Perceptions on Radio Instruction

a) Efficiency of Radio Instruction

As shown in Table 25, 90.1 per cent of both the dropouts and non-dropouts found instruction by radio helpful. From Table 25 it could be conclude that the majority of ACHS students consider radio instruction the most important form of instruction in their studies. In comparing the responses of dropouts and non-dropouts on this factor, there is no significant difference between the two groups.

Table 25

Differences Between Dropouts and Non-Dropouts

Efficienty of Radio Instruction

Degree of Helpfulness	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Very helpful	80 (47.6)	252 (52.4)	332 (51.2)
Helpful	74 (44.1)	178 (37.2)	252 (38.9)
Not sure	14 (8.3)	47 (9.8)	61 (9.4)
Relatively less helpful	0 (0.0)	2 (0.4)	2 (0.3)
Not helpful	0 (0.0)	1 (0.2)	1 (0.2)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 3.7$ Not Significant at 5%

b) Effectiveness of Radio Instruction Timetable in Terms of Listening Time.

In Table 26, 77.3 per cent of the total groups reported that the time when instruction by radio is given is appropriate. However, it was found that there was a signficant difference between dropouts and non-dropouts at the 1.0% level. It is interesting to note that non-dropouts say that radio instruction time is too early, because it is commonly expected that complaints about radio instruction time would come from dropouts rather than from non-dropouts.

Table 26

Differences Between Dropouts and Non-Dropouts

Effectiveness of Radio Instruction Time-Table in Terms of Listening Time Zone

Level of Adequacy	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Very appropriate	67 (39.9)	242 (50.5)	309 (47.7)
Appropriate	55 (32.7)	137 (28.6)	192 (29.6)
Relatively appropriate	20 (12.0)	33 (6.9)	53 (8.2)
Inappropriate (too early)	13 (7.7)	55 (11.5)	68 (10.5)
Inappropriate (too late)	13 (7.7)	13 (2.5)	26 (4.0)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 15.9$ Significant at 1%

c) Length of Time of Radio Instruction

As length of time of radio instruction was considered as one of the causes of dropping out, students of both groups were asked to answer a question concerning time on a five point scale. The majority of both groups stated that radio instruction time (30 minutes) is too short to aid them in their studies (71.7%), while only 3.41 per cent of both groups say it is too long.

In comparing the two groups, it was found that 10.4 per cent of dropouts and 2.3 per cent of non-dropouts say that the length of radio instruction is long. Statistically, there is a difference at 0.01 significance level.

Table 27

Differences Between Dropouts and Non-Dropouts

Length of Time of Radio Instruction

Length of Time	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Too long	2 (0.9)	5 (1.0)	7 (1.1)
Long	16 (9.5)	6 (1.3)	22 (3.4)
Not long, not short	38 (22.8)	116 (24.3)	154 (23.8)
Short	64 (38.5)	196 (40.8)	260 (40.1)
Too short	48 (28.3)	157 (32.6)	205 (31.6)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 26.18$ Significant at 1%

d) Level of Understanding of Radio Instruction

Part of the purpose of the present study was to find the level of understanding of radio instruction by dropouts and non-dropouts from the perceptions of the students themselves. In Table 28, 78.0 per cent of both groups responded that the contents of radio instruction are difficult to understand while 6.0 per cent stated that they have no difficulty in understanding the lessons. These data reveal that a majority of ACHS students find difficulty in following the instruction by radio.

Comparing dropouts and non-dropouts, it could be concluded that dropouts (82.0%) find it more difficult to follow radio instruction than non-dropouts (75.8%). There is also a statistical difference between the two groups (at the 1.0% significance level).

As a result of this variable, it could be concluded that understanding of radio instruction is one of the important factors influencing the decision by students to continue or discontinue their studies.

Table 28

Differences Between Dropouts and Non-Dropouts

Level of Understanding of Radio Instruction

Level of Understanding	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Very difficult	104 (61.9)	254 (52.8)	358 (55.7)
Difficult	34 (20.2)	110 (23.0)	144 (22.3)
Not difficult, not easy	17 (10.1)	90 (18.8)	107 (16.0)
Easy	13 (7.8)	21 (4.4)	34 (5.2)
Very easy	0 (0.0)	5 (1.0)	5 (0.8)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 19.9$ Significant at 1%

3. Students Perceptions on Self-Instructional Materials

a) Satisfaction with Self-Instructional Materials

Satisfaction with self-instructional materials prescribed by KEDI was used as a variable. The majority of respondents (73.4%) answered that they found them helpful, while 9.3 per cent reported that they did not find them helpful. An interesting finding from Table 29 is that more dropouts (83.3%), than non-dropouts (70.0%), find the self-instructional materials helpful. It was also found that there is a statistical difference between the perception of the two groups at the 1.0% significance level.

Table 29

Differences Between Dropouts and Non-Dropouts Satisfaction With Self-Instructional Material

Degree of Satisfaction	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Very helpful	66 (39.5)	170 (35.4)	236 (36.4)
Helpful	74 (43.8)	166 (34.6)	240 (37.0)
Not helpful, not unhelpful	22 (13.0)	90 (18.8)	112 (17.3)
Relatively unhelpful	4 (2.4)	39 (8.2)	43 (6.6)
Unhelpful	2 (1.3)	15 (3.0)	17 (2.7)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 12.7$ Significant at 1%

b) Adequacy of Number of Subjects in ACHS Program

Table 30 shows the degree of adequacy of subjects in ACHS Program, according to the perceptions of respondents. About 31.8 per cent of both the dropouts and non-dropouts stated that there were too many required subjects, while 64.8 per cent reported that the number of subjects was just adequate. However, by comparing the data for dropouts (36.2%) and non-dropouts (30.4%), it was found that no statistical difference exists between the two groups.

Table 30

Differences Between Dropouts and Non-Dropouts

Adequacy of Number of Subjects in the ACHS Program

Adequacy of Number	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Too great	15 (9.4)	27 (5.6)	42 (6.5)
Great	45 (26.8)	119 (24.8)	164 (25.3)
Adequate	102 (60.9)	318 (66.2)	420 (64.8)
Small	4 (2.5)	15 (3.1)	19 (3.0)
Too small	2 (0.4)	1 (0.3)	3 (0.4)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 5.55$ Not Significant at 5%

c) Volume of Content in Each Subject

Table 31 shows the data on students' responses regarding their perception on the volume of content in each subject offered. About 46.9 per cent of both dropouts and non-dropouts reported that the content was voluminous while 29.5 per cent stated that the content of each subject is just average. Statistical comparison shows no significant differences between the two groups. It would appear both dropouts and non-dropouts lack enough time to cover the content of the subjects since most students are occupied in gainful employment activities during the day.

Table 31

Differences Between Dropouts and Non-Dropouts

Volume of Content in Each Subject

Volume of Content	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Too voluminous	27 (16.0)	74 (15.4)	101 (15.6)
Voluminous	58 (34.6)	145 (30.2)	203 (31.3)
Not voluminous, not scanty	48 (28.4)	143 (29.5)	191 (29.5)
Scanty	22 (13.0)	73 (15.2)	95 (14.7)
Very scanty	13 (8.0)	45 (9.4)	58 (8.9)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 1.57$ Not Significant at 5%

d) Level of Understanding of Self-Instructional Materials

Respondents were asked to indicate the degree to which they understood the self-instructional materials prescribed by the KEDI. Table 32 shows that 66.6 per cent of both the dropouts and non-dropouts report that self-instructional materials are difficult to understand, 30.2 per cent stated that their understanding of self-instructional material is just average. Only 3.2 per cent reported that they found self-instructional material easy to understand. It could be concluded from the data presented that the majority of ACHS students face considerable difficulties in understanding self-instructional materials. There is no statistically significant difference between the two groups.

Table 32

Differences Between Dropouts and Non-Dropouts Level of Understanding on Self-Instructional Materials

Level of Understanding	Dropouts (%)	Non-Dropouts (%)	Subtotal (%)
Too hard to understand	55 (32.7)	141 (29.4)	196 (30.2)
Some trouble in understanding	59 (35.1)	177 (37.0)	236 (36.4)
Not hard, not easy	50 (29.8)	146 (30.3)	196 (30.2)
Easy	2 (1.2)	13 (2.7)	15 (2.5)
Very easy	2 (1.2)	3 (0.6)	5 (0.7)
Subtotal (%)	168 (100%)	480 (100%)	648 (100%)

$X^2 = 0.1$ Not Significant at 5%

Summary

It was noted at the begining of this chapter that six major elements are deemed to be relevant to the understanding of ACHS students and instructional structure: Personal factors, family background, occupational situation, Sunday classes, radio instruction, and self-learning materials.

As a result of the analysis of these contingent factors, general characteristics of the students in the ACHS are as follows:

1. Generally, younger students are more likely to drop out than older ones, and unmarried students are more likely to drop out than married ones.
2. Nearly all of the students of the ACHS are in the low socio-economic status, but they take great pains to cover their own educational expenditure. However, their parents are deeply concerned with the student's education.
3. About 70 per cent of students are working, but they do not expect to find better jobs after graduation from the ACHS. It is possiible that they feel they will be discriminated against when they compete for jobs with regular high school graduates.

Analysis of data on students' perceptions concerning instructional methods in the ACHS in Korea yielded the following conclusions:

1. Though Sunday classes are very helpful, students have many difficulties in understanding lectures.
2. Though radio instruction is very effective, it is also difficult for the students to master the materials with the 30 minutes of instruction provided a day for each subject.
3. ACHS students are likely to think of self-instructional materials as their main source of study information. However, they find that the content is presented in a turgid and unclear manner. In other words, learning materials are difficult for them to understand.

Through analysis of data gathered by means of the questionnaire, the researcher found the following to be the most pressing issues facing ACHS students:

1. Some form of social discrimination against the graduates from the ACHS as compared to graduates of regular high schools.
2. Students' inability to understand the lectures given both during Sunday classes and through radio instruction.

3. There are too many required subjects for the program and the content of the courses offered were found to be difficult.
4. Radio instruction time was found to be insufficient.

CHAPTER V

ANALYSIS OF THE INTERVIEW

In keeping with the major focus of the study, the data analysis and interpretation are centered around the concerns of the individuals described in the setting of the ACHS. Each profile of the ten interviewees was extracted from the final interview reports. The researcher would hope here that it reinforces the issues about what is really significant in the student's academic lives. These interpretations were intended as a contribution to the main discussion about the strategy of preventing dropout.

The results of the interpretations were also compared with the institutional program and other factors which influenced the dropping out from school. It is hoped that the analysis of the interview data would enable the researcher to identify some of the reasons for causes of dropping out and to suggest strategies for its prevention.

YUN S. PARK (Dropout)

Yun, who is 28 years old, is a housewife. She has a son and a daughter, aged 5 and 3 years, respectively. Her husband is a semi-skilled worker in a painting company. Consequently, her husband is of a low socio-economic status. The family lives in a rented one-room house.

Yun was born of a wealthy family. Her father was president of a private company. Her father was an alcoholic, kept many concubines and was very extravagant. When she graduated from junior high school, Yun's father died of a cardiac disease, rendering the family bankrupt. Yun's family abandoned the community due to the insolvency of the father. Consequently, she could not continue her education to senior high school

After moving to a city, the whole family joined the labour force to earn an income for the family. It became impossible for Yun to go to school. The whole family took fervently to religious activities. They became devoted Christians. During their period of Christian work, Yun met her present husband, who was also a devoted Christian.

Later, Yun and her husband made desperate attempts to secure a more prestigious and lucrative job, but this was impossible since they did not possess a senior high school diploma which is the basic qualification to secure such jobs. Both husband and wife decided to enroll in the ACHS, but with their poor financial background, they could not engage a babysitter to look after the children while they went to school. Not only did this factor act as an impediment to their studies, they also found it difficult to follow up courses at the ACHS.

Excerpt 1

> Both my husband and I could not help each other because both of us could not understand the lectures by radio. I remember in an examination in Mathematics, both of us could not understand the questions. It was real fun. We talked and laughed over the whole matter. We started thinking of dropping out of the ACHS.

Yun stated that they found their academic and religious activities conflicted. According to Yun, they received a message from God asking them to give up their studies at ACHS. They decided to pursue a spiritual rather than an academic life as a sure means to a happier life. Yun also stated that they have never regretted dropping out of the ACHS.

Asked what suggestions they had for the authorities of ACHS, they stated that Sunday classes should be scheduled during the weekdays.

Excerpt 2

> I think it is a deplorable policy to have school on a Sunday. It is against religious practices. Sunday is for serving God and not for schooling. Many other students are of the opinion that Sunday classes account for the dropout

> situation, since they could not find any good reason for attending classes on Sundays.

Among the other complaints of Yun is that the standards at ACHS are too high. Most subjects are too difficult to understand.

Excerpt 3

> Because the courses were difficult to understand, I found it difficult to do my readings before classes, and after classes it was equally difficult to revise what I had got from the lecturers. It sometimes seemed to me that the instructions by radio were delivered in a foreign language when, in fact, they were delivered in Korean. These difficulties were sufficient and bewildering as to lead to my dropping out.

Yun felt that the teaching methods at ACHS are too formal. Teachers do not seem to do the job with enthusiasm. Everything is done in such a mad hurry. She suggested that to avoid the dropout situation at ACHS, teachers must adopt a more positive attitude, exercise patience and show enthusiasm for their job.

With regards to social activities, Yun found that students do not maintain relationships with one another. She had no friends. She deplores the attitudes of the students who do not take their studies seriously, however.

Excerpt 4

> It appears most ACHS students are more concerned with the certificate than knowledge. Education is concerned with life. I do not think education is a matter of obtaining a diploma. Do you understand my point? Education should be made to fulfill one's life.

Yun pointed out that education should emphasize spiritual development rather than the provision of secular knowledge. She regretted attending ACHS where the education delivered is completely in constrast to her expectations and contrary to the requirements of spiritual development.

YOUNG S. LEE (Dropout)

Young is 20 years old, unmarried but engaged to a young man presently serving in the military force. She has two younger brothers and an elder sister who is already married. Young's father received elementary schooling while her mother, on the other hand, is illiterate. Her father operates a small grocery store. To Young's father, further education is of absolute necessity to a boy rather than to a girl. It is for this reason that Young was only given a junior high school education. Her academic performance at both elementary and junior high school was not impressive. But she demonstrated an extraordinary talent in painting, a talent which earned her many school prizes. She therefore decided to take up painting as a vocation, which her father regarded as valueless.

After Young had graduated from junior high school, she remained at home attending to domestic chores. Domestic work was boring to her. She was in a state of virtual domestic confinement while her friends attended senior high schools.

One day, as a matter of coincidence, Young got information through the radio of the existence of the Air and Correspondence High School. She came to the conclusion that ACHS was a suitable institution for her, given that she had only to attend classes twice a month during the fortnightly Sunday classes and that she could study at her convenience at home. Although her father had originally not agreed to her attending senior high school, he could not turn down the opportunity of Young attending the ACHS.

Young had not given thought to her academic capabilities and her ability to cope with studies under the ACHS system. No sooner had Young enrolled in ACHS than she began to experience some academic difficulties, and also started experiencing inconveniences with regard to class attendance on Sundays.

Excerpt 1

> Because of my poor standings, I eventually lost my interest in going to high school. ... The Sunday classes were worse. I was at a loss as to what to do. Maybe I am not destined to graduate from high school, I thought.

Young blamed her poor academic performance on the teaching methods at the ACHS. She stated that the teaching methods were too formal and that Sunday lectures were particularly delivered in a haphazard manner. Teachers do not consider individual characteristics of students. She suggested that since the ACHS is different from the regular high school, different methods of teaching must also be applied. She deplored the application of regular high school methods and standards to ACHS.

> Excerpt 2
>
> Nevertheless, I became disappointed after a month's time. There was a lot of material that I could not understand in the radio lectures. Even after consulting the texts, there was still a lot I missed. ... The ACHS has a unique way of teaching, but it doesn't have any policy of student guidance. I don't believe the ACHS should continue it's delivery of formal schooling without devising some guidance policy. How to study for a special school such as the ACHS, as well as how to prepare for in-class lectures, need to be taught.

Young remarked on the lack of counselling at ACHS. She suggested a counselling system in ACHS.

> Excerpt 3
>
> Another problem in the ACHS was the psychological distance between the students and the teachers. Sunday classes should demand that the teacher know something about the individual students, I guess. There seems to be a lot of guidance problems in the ACHS.

Other important observations made by Young included the lack of extra-curricular activities, such as educational excursions and sporting activities. It is her opinion that such activities provide opportunities for forging a high degree of student/teacher relationships.

> Excerpt 4
>
> We had a one-day excursion at the beginning of Autumn .... Very interesting. I think we need more of these occasions since the relationship between students and teachers and among students became quite close. We all really enjoyed that outing.

Young seems to be resigned to her fate. She entertains a negative attitude about herself. She feels that destiny is responsible for her inability to continue to senior high school and to perform well academically. She has apparently lost confidence in herself and only looks forward to a successful marriage.

SUK C. KIM (Dropout)

Suk is 29 years old and is a maintenance worker in a hospital. His father was a fisherman who commanded much respect in the fishing community. By the time Suk enrolled in junior high school, his father was already trying another line of business - fishing boat repairs. But this business folded due to bankruptcy.

The folding up of the fishing boat repair business brought financial distress to Suk's father, which had a negative effect on Suk's performance at school. Suk became disinterested in schooling and joined gangs of mischievous children. Consequently, he graduated from junior high school with low grades. Two factors served to rob Suk of the opportunity of continuing into senior high school: his father's unhealthy financial situation and his low academic performance at junior high school.

Having lost the opportunity of continuing into senior high school, his father advised him to learn a trade in the heating of buildings. After six months in training, Suk left home and moved to Seoul. He became a vagabond, moving from relative to relative. After a year of vagrancy, Suk found a job as a messenger in one of his relative's businesses. Suk soon began to reflect on his educational background and tried to enroll in evening classes. But due to his low performance at junior high school, admission was refused. He therefore decided to study independently in order to prepare for the entrance examination into a regular high school, admission into which was highly competitive. Having failed to enter the regular high school, Suk decided to go into military service.

After serving for three years in the military forces, Suk enrolled in ACHS, which had just been established. The ACHS greatly suited Suk, but he could not perform well academically.

Excerpt 1

> It was very difficult to follow courses at ACHS due to my low academic performance. I particularly found it difficult to follow instructions by radio. Consequently, my academic enthusiasm flagged. I came to the conclusion that I needed a compensatory program, but this ACHS did not offer.

During attendance at the ACHS, Suk met a girlfriend who was a devoted Christian. His girlfriend discouraged him from attending Sunday classes at the ACHS. Influenced by his girlfriend, and facing academic difficulties at the ACHS, Suk finally dropped out of school.

Excerpt 2

> I very much needed my girlfriend. We decided to get married, look for work and later to study independently with a view to writing the government entrance examination into the university.

Suk was asked if he had any impressions about the ACHS and whether he had any suggestions for the ACHS authorities. Among his complaints, Suk had this to say:

Excerpt 3

> ACHS emphasizes high academic standards without taking into account individual cases of students with inadequate or low academic ability. I am pretty sure that the majority of ACHS students do not follow instructions by radio. Many students cannot pass final examinations.

Suk's suggestions were: The ACHS curriculum should be modified and adapted to the needs of individual students; academic standards should be lowered and course content be sufficiently simplified to provide better understanding.

Excerpt 4

> I think some self-instructional materials are well adapted to the requirements of ACHS. But others are not; rather, they are more suitable for regular high schools.

Furthermore, Suk stated that guidance was a neglected part of the ACHS's system. He found that whenever he had an academic problem, there was no assistance forthcoming from the teachers since most of them were part-time teachers from regular high schools and thus too busy for consultations with students who needed help.

> Excerpt 5
>
> One day I went to school to discuss my academic difficulties with teachers. I found none, since they were all busy in their schools where they teach as permanent staff members. I therefore gave up hunting the teachers and decided to quit school. I think the Ministry of Education ought to prepare full-time teachers for the ACHS.

It is the opinion of Suk that the government should consider the differences in the characteristics of ACHS students and regular high school students and to de-emphasize the too high standards in the ACHS. Suk also suggests that the government intervene in the demand for Sunday work by employers by requesting that employers exempt the ACHS students from Sunday work to enable them to attend Sunday classes.

BYUNG Y. LIM (Dropout)

Byung is 22 years old and engaged to be married to a young man. She is the third child of a carpenter. She has two brothers and a sister, all of whom have graduated from university. Byung is an assistant nurse in a private hospital located in a city. Generally, she has a good socio-economic background.

Byung attended elementary and junior high school. In school, she participated in sporting and athletic activities, which probably accounts for her low grade point average. In Korea, it is impossible to grant admission for a student with low grades to a regular high school. Byung was, however, admitted on the basis of her performance in swimming, a sport particularly important in the school in which she sought admission.

Byung was unfortunate in the regular high school. After about six months, she was turned out of the school for engaging in an immoral activity with a boyfriend in a camp.

Excerpt 1

> While I was in school, I was greatly harassed by the male students. This led to my present plight. I could not concentrate on my studies and consequently scored low grades.

Having been dismissed from school, she remained at home where her father exercised great discipline over her. After a year, she trained as a nurse, obtained a licence and practised as an assistant nurse in a private hospital. Apparently, Byung recognized the importance of high school graduation. While at the hospital, Byung represented herself as a graduate of a high school to avoid embarrassment by those who had graduated from high school. For fear of her lying being discovered, she decided after all to register at the Air and Correspondence High School so that she could obtain a high school diploma. This she did clandestinely.

Excerpt 2

> I found that it was not easy to do the high school courses at the ACHS, because many of the people to whom I had presented myself as a high school graduate also attended the ACHS, especially during Sunday classes. I sometimes had to skip Sunday classes to avoid them.

After a year in the ACHS, Byung was compelled to quit the school, not only because of embarrassment, but also because her academic performance was low. While Byung was studying at ACHS, she had hopes of teaching elementary school. Having quit the school, these hopes did not materialize.

During Byung's one year in ACHS, she could not cope with the courses and, as she was trying to maintain secrecy of her attendance at ACHS, she could not solicit assistance from colleagues in order to improve her performance. Her low academic performance, coupled with her absences from Sunday classes, led to her being turned out of the ACHS. When later she reapplied to return, she was refused readmission.

Excerpt 3

> I really regret having been turned out of school. I am really disappointed. All my sisters and brothers have sound education. I now seem to hate everything and everybody, even life itself. The ACHS was the last educational institution I attended.

Byung condemned the ACHS for refusing to readmit students who want to return. According to this interviewee, the duration of instruction by radio is too short and, as a result, difficult to understand within the time allocated. Furthermore, the material for instruction by radio is too scanty.

She criticized ACHS for not providing guidance to students. She felt that lack of counselling in the ACHS was responsible for her being turned out of the ACHS. She was automatically turned out without the school authorities examining her problems.

Excerpt 4

> I think that studies in ACHS are too formal. Teachers did not remember students' names and seemed unapproachable. Consequently, I was dismissed without formality.

Byung suggested that the ACHS introduce remedial programs for students of low ability.

Excerpt 5

> I wonder why the ACHS programs are the same as those of the regular high schools. The approach in the ACHS ought to differ from that of regular high schools. It does not make sense to insist on the same standards as are obtainable in regular high schools.

Byung feels that the organization of the ACHS requires some restructuring.

SUNG S. CHAI (Dropout)

Sung is a 26 year old son of a farmer. He is not married. He has five brothers and three sisters. Sung is trained in dispensing traditional Chinese herbal remedies. While attending elementary school, his father died of a heart disease. He was taken care of by his brothers and sisters, in turns. But problems arising each time with his brothers and sisters virtually turned him into a vagabond. However, he managed to graduate from junior high school and was subsequently admitted into a regular senior high school where he did only two years. Sung was actually dismissed from senior high school for bad behaviour. On leaving high school, he became a troublemaker in the community. At the age of 20, he entered military service where he continued to be a headache until he reformed because of strict military discipline.

While in military service, he cultivated a reading habit; he regretted his inability to complete high school. Sung became a changed man while serving in the military force. His ambition to read led him to seek admission in the ACHS in the second year, given his two years in high school. Although he was accepted in the ACHS, he was placed in the first year.

Excerpt 1

> Schools appear to be too concerned with school policy; they do not consider students on individual merit. I think I was qualified to be placed in the second year in the ACHS, having completed junior high school and having done two years in senior high school. This factor was among the factors which accounted for my dropping out of the school.

Sung did not seem to have been satisfied with the system at the ACHS. Having already done some high school, the grade in which he was placed was too low for him, probably because much of the content of the courses had already been covered by Sung during his two years in senior high school.

Excerpt 2

> The content of Sunday courses was too easy. I think Sunday classes were a sure waste of time, yet the school insisted on my attendance at Sunday classes which, in fact, were boring. Sometimes I attended Sunday classes after having consumed much alcohol. I even witnessed students drinking alcohol during lunch period.

With regard to instruction by radio, he felt there was so much formality that the lectures were not interesting. Consequently, he often missed listening to lectures.

Sung finally decided to drop out of the ACHS. He felt he could study independently and take the public examinations for the award of the same high school diploma. He decided to attend a private school which gave intensive teaching to prepare prospective candidates for the public examination for a high school diploma. Sung appreciated the intensive courses in the private school.

Excerpt 3

> Teaching in ACHS is indirect. I prefer the face-to-face teaching in the private school and in the regular high schools. In private schools students are more motivated to learn than in the ACHS. The only disadvantage with private schools is their high tuition. I do not even see why government should allow the establishment of

schools like the ACHS.

After six months in the private school, Sung entered for the examination for a high school diploma. In the first attempt, he obtained four subjects and in the second, two subjects, finally obtaining a high school diploma. He is now preparing to go to university and is happy for having been smart enough to quit the ACHS in good time.

In Sung's responses to the interview, he made some suggestions which he thinks are essential for the better administration of ACHS's. He made three suggestions. First, classes should be held during the day rather than during the night. Second, face-to-face teaching should be more emphasized than indirect teaching and third, that the ACHS should introduce an accelerated grade system.

Excerpt 4

> At first I thought the accelerated grade system was available at ACHS. In regular high schools the accelerated grade system exists for students of exceptional ability. If this system existed at the ACHS, I would not have dropped out of the ACHS.

Sung deplored the ACHS for lack of full-time staff. ACHS has part-time staff from among the full-time staff in regular high schools. Consequently, the part-time teachers are so overloaded that they deliver mediocre courses. He expressed the view that the teaching in ACHS is very inefficient and ineffective.

Excerpt 5

> Those teachers recruited from the regular high school do not take into account the differences between the ACHS students and those in the regular high schools. They forget that most students in the ACHS are adults requiring different methods and approaches to teaching. Probably, if ACHS teachers were full-time staff, their teaching would be much better.

Sung, however, does not regret having attended the ACHS. He made friends in the school whom he regretably had to miss.

YONG YOON (Non-Dropout)

Yong is 28 years old and married with a daughter and a son. He is the son of a farmer, whose total land holding is about 15 acres. Yong's father commanded the respect of the community. Yong supports two of his brothers in junior high school from his meager income derived from his occupation as a watch repairer.

When Yong was three years old, he became physically handicapped, a situation which made him an object of ridicule among his peers and friends. Yong's father decided to send him to stay with his elder sister who resided and worked in Seoul. Yong's father had become convinced that, if Yong remained in the countryside among his peers and friends, he would continue to feel inferior and consequently would not perform well academically. Even though Yong was sent to the city for the purpose of improving his school performance, this did not materialize. Yong, however, graduated from Han Sung Junior High School in Seoul. Since Yong's performance at the junior high school was not a brilliant one, his father decided that he should return home and take up a trade in watch-repairing.

Yong did not find watch-repairing an interesting trade. Notwithstanding this, he continued to do his best, because of pressure from his father. When Yong became 21 years old, he showed great expertise in watch-repairing. His father became impressed and financially supported Yong to open his own watch-repair shop. Yong became successful in his trade and progressed very well. He became wealthy and married a girl who had graduated from the regular high school.

Having become married to a graduate from a regular high school, he soon began to suffer from an inferiority complex. He decided to obtain a high school diploma through the ACHS.

Excerpt 1

> Everyone else looks at me with scorn. They think I am wealthy but not sufficiently educated. This makes me upset. This situation served as a source of embarrassment. I therefore decided to exert all my effort to obtain a high school diploma and possibly go to university. My ambition was endorsed by my wife, who supported my attending the ACHS. I had come to the conclusion that not only money is the source of happiness; the acquisition of knowledge, through formal education, is an important source of happiness. I am sure, ... very much.

Although Yong had great ambition to obtain a high school diploma, he still doubted his ability to perform satisfactorily, given his academic record in junior high school. He had difficulty sleeping, doing so only about three or four hours a day in the first year of ACHS; yet he found it hard to finish the ACHS program. He found himself in a dilemma: To drop out or not to drop out.

> Excerpt 2
>
> Whenever I attended Sunday classes, I could not understand the lectures; instruction by radio threw me into even greater confusion. I could not understand the contents of the lectures and, therefore, could not determine whether the teacher's lectures were right or wrong.

These difficulties notwithstanding, Yong continued to attend the ACHS. Because all Yong wanted was a high school diploma, he plagiarized his assignments by copying verbatim the work of other students.

> Excerpt 3
>
> ... It's really my confession. Whenever I had examinations to write, I often had to cheat in order to obtain a pass. Of course, I knew it was bad behavior, but I did ....

Yong was finally promoted to the second year. Although he was not there by virtue of his own performance, he was satisfied and proud to be a second year student in the ACHS. He made so many friends in the ACHS and his inferiority complex diminished; his relationship with the teachers was also good. Whenever he had an academic problem, he would contact teachers even in their houses. He was able to maintain an average position in his academic performance.

Excerpt 4

> At first I found it difficult to visit teachers in their houses. I therefore decided to take along some gifts to my teachers. Because I had made many friends among teachers and friends, I felt at ease in their presence. Sometimes, I ate and drank with some of them and they gave me good advice, not only about academic life, but also about my future social plans. I think it is a good idea that the ACHS introduces a counselling system; it helps students a lot. Previously, I never came in contact with teachers and so I could not benefit from any form of counselling. Consequently, I could not continue to regular senior high school. In the ACHS, during Sunday classes, it appeared the teachers took extra effort to make me understand my lessons since I had cultivated a good relationship with them.

Presently, Yong is in the third year and he entertains strong confidence that his graduation at the ACHS is inevitable. Originally, Yong's ambition was to obtain a high school diploma, but now he seems to be in the ACHS for fun. Yong now feels that, his physical handicap notwithstanding, he has demonstrated a positive attitude and is proud of his prospects for finishing high school.

Yong believes that the ACHS is helpful to anyone looking for fun. No matter the quality of teaching and courses, mere attendance at the ACHS is enough in itself, for it offers one the opportunity of enjoying himself and meeting friends.

Yong's experiences at the ACHS have had him make a few suggestions. He feels that the timetable for radio instruction is inappropriate. He suggests that the time be changed from 11:00 p.m. to 9:00 p.m. He also emphasizes that a formal counselling system should be introduced in the ACHS, through the radio program. Radio instruction should not only consist of courses, but also of counselling.

Yong hopes that after graduation from the ACHS, he would be able to attend the Air and Correspondence College (ACC).

JIM S. KIM (Non-Dropout)

Jim is 28 years old and a member of a well-to-do peasant family. Jim's hometown is a small town about 30 km from the city of Kwangju, where his family owns farmland measuring between 7 and 8 acres. His father worked for the government in Kwangju City and came home occassionally. Jim's father was educated up to the primary school level. At one time, he even held the position of mayor of his hometown. At the time, the holder of a primary school certificate was regarded as a well-educated person.

Jim received an elementary and a junior high school education. This was possible because his father was rich at the time. However, continuing in senior high school became impossible for Jim because his father's investments in land could not yield any returns. Jim was compelled to quit school when he got to grade 9. During attendance at senior high school, Jim made many friends with whom he is still in touch. He possessed characteristics of leadership: He organized a social group composed of his friends and was co-leader.

Since Jim had to quit school due to the poor financial circumstances of the family, he decided to make some money in order to return to senior high school. For a brief period he worked as an assistant in a dressmaking company. He quit the dresssmaking company and became a sales agent for a cosmetics company. After four years as a sales agent with the cosmetics company, Jim joined the military service. After three years in the military service, Jim returned to the cosmetics business, and finally became branch manager of the cosmetics company. During his tenure as a sales agent, Jim came to understand social reality and regretted his inability to continue in the senior high school.

As a sales agent, Jim always came in contact with well-educated people and began to feel some academic inferiority. Also, as a manager Jim had to exercise control over people who had graduated from senior high school This situation made Jim very uncomfortable.

Excerpt 1

> I had difficulties controlling my subordinates who had higher academic qualifications than me. One day I overheard my subordinates saying that their boss had no senior high school diploma. I became upset. I decided to study for a high school diploma.

Jim secretly enrolled in the ACHS, and was very enthusiastic in his studies.

Excerpt 2

> In order to study hard, I had to quit smoking and drinking. I even took upon myself to advise other ACHS students to do the same. My subordinates came to know that I was studying with ACHS. They realized my change in drinking and smoking habits and encouraged me greatly.

Jim became very active in all ACHS activities and participated fully in social activities. He was a source of encouragement to potential dropouts, and a leader, advising other students. Jim's timetable became loaded, considering his academic and professional commitments. He did this relentlessly because he loved his job and was proud to be a student at ACHS. He has hopes of continuing into the Air and Correspondence College (ACC).

Excerpt 3

> I think education is a source of happiness and improvement in one's live-style. My interest is in business. I hope, in the future, to establish a free private school of business for people who have academic and business ambitions.

Jim's plans about a free private business school includes ideas concerning the organization of courses in a way different from the present system of the ACHS. His own idea is to change instruction by radio to instruction using records and cassettes so that students can replay them as many times as they would like to have a better understanding of the content of the courses. Jim's plans indirectly refer to the changes he would like to suggest to the ACHS authorities.

Excerpt 4

> I think instruction by radio is not suitable for ACHS students since the majority of them are workers. With records and cassettes, students can listen at convenient times. Cassettes can be made to suit individual cases, by developing units of courses according to the level of understanding of each student. My point here is to provide compensatory courses to students of low ability. The cassette system can solve problems resulting from Sunday class. With cassettes, students who cannot attend Sunday classes can still benefit. This would also solve dropout problems, for which attendance at Sunday classes is partially responsible.

Jim feels that the ACHS regulations are too strict and some benefit could be obtained if they were a bit relaxed. The structure of courses is also a source of difficulty to students. He suggests that courses ought to be well-structured to improve the academic performance of the students.

Excerpt 5

> The ACHS has poor teaching methods; instruction by radio is equally poor. The school does not have full-time teachers; no academic or personal guidance for students. I witnessed a very good student who failed to attend Sunday classes four times and was dismissed without formality. I think this student ought to have been given the opportunity of discussing his problem with the school authorities or the teachers ought to have offered some advice to the student rather than

resorting to automatic dismissal.

With regard to curriculum, Jim suggested that there should be a balance between academic and vocational courses. According to him, academic courses should be reduced and vocational courses included.

Excerpt 6

> I find that in the ACHS there is no choice of courses. I feel a choice should be allowed so that students can choose courses relevant to their occupational interests.

Jim complained about the lack of classrooms at the ACHS. He stated that one classroom could be created in the ACHS so that students could have a room for academic group discussions and discussions on various student issues. Presently, the ACHS has no classrooms for such purposes. Sunday classes take place in classrooms belonging to the regular high schools.

Excerpt 7

> I have always made my office at the cosmetics company available to my classmates at ACHS for group discussions. They seem to have benefitted a lot from this. The enthusiasm demonstrated in group discussions leads me to suggest that the ACHS authorities should create a special classroom in the ACHS premises for such group activities.

Jim deplores the discrimination that exists between graduates of the ACHS and those of the regular high schools. This, he suggested, can be changed by instilling self-confidence in the students and graduates of the ACHS.

It is also necessary that students of the ACHS themselves demonstrate a positive attitude about attendance at the ACHS.

> Excerpt 8
>
> Many students of ACHS feel too inferior to those in regular high school. Public opinion seems to view education at ACHS as of a low quality and thus valueless. No strategy exists for attracting potential students to ACHS, such as advertising and explaining the role, value and programs of the ACHS through the dailies. For example, a graduate of ACHS was recently admitted to the university on the basis of his brilliant performance at ACHS. This would have been a good opportunity to publicize the work of the school, but nothing appeared in the dailies in this regard.

The qualitiative improvement of education in the ACHS is of great concern to Jim. He suggested that this could be achieved with student participation in school policy-making.

KOOK H. LEE (Non-Dropout)

Kook is a housewife, aged 35. Her husband is employed in a private enterprise. She has a son and two daughters, aged 10, 7 and 5 respectively. Her financial situation is good.

Kook was born of a wealthy family. At the age of 5, her father married a second wife. Her father neglected the children of the first wife - her mother. Consequently, Kook could only receive financial support from her father up to elementary school. After elementary school, Kook could not continue her education. She became confined to the family home, attending to domestic chores. Through her own initiative, she took to independent studies at home, relying on books borrowed from friends attending junior high school. The father, seeing her academic enthusiasm, opted to support her in junior high school. But Kook turned down the offer, having been upset with her father's previous negligence. She took the government examination for junior high school as an external candidate and performed brilliantly.

After obtaining the junior high school certificate, as an external candidate, Kook secured a job as an assistant nurse with a dentist. While working as a nurse, she met her present husband. Before being legally married to her husband, who is a graduate of a university, his parents had earlier opposed the marriage for the reason that Kook was not well educated and came from a low socio-economic background.

Excerpt 1

> When my prospective marriage met with opposition from my future parents-in-law, I came to the conclusion that education formed an important factor in securing a husband. My mother also advised me to marry only someone with a junior high school qualification.

Kook decided to seek admission in a regular high school, but due to her poor financial background, she abandoned the idea. She had to temporarily shelve the the idea of marriage. At the time, the ACHS had not been established. Kook continued to work to make some money before continuing her education. She was determined not to marry without a senior high school qualification. Unfortunately for Kook, she became sick, due to emotional instability, and was admitted to hospital. While in hospital, her suitor once more proposed marriage. This time, the suitor's parents agreed to the marriage. However, the idea of obtaining a senior high school certificate continued to haunt Kook. She felt that only by having this qualification could she enjoy a happy marriage. Kook finally found ACHS as an answer to her dreams. Presently, Kook is a student at the ACHS and is ardently supported morally and financially by her husband.

Excerpt 2

> I sometimes wonder whether I am the ACHS student or my husband is. He babysits while I attend classes at the ACHS, especially on Sundays. My children sometimes tell me they would also in future attend ACHS so that they can also enjoy the support of their father and mother. During instruction by radio, my husband also listens and helps to explain material which went beyond my understanding.

Kook is very enthusiastic in her studies; she is never absent from Sunday classes. She even helps to keep the classroom clean before classes begin. Due to her popularity with other members of her class, she was made class monitor. She sometimes invites her classmates to her house. Her school performance was impressive.

Excerpt 3

> I try to be top in class. But last term I came eighth in a class of sixty students. I, however, expect that my marks will gradually improve to put me ahead of the class. After ACHS, I hope to get into university and I am confident that I will be able to perform satisfactorily there.

It is Kook's plan to make a contribution in social work in order to help students who are unable to continue their studies. Kook's impressions about ACHS are positive. But she also has some suggestions for the ACHS authorities. First, Kook thinks that ACHS authorities should find ways of coming to grips with the dropout phenomenon. Authorities at the ACHS could occassionally pay visits to the homes of dropouts.

Excerpt 4

> The authorities at ACHS do not show concern over the dropout phenomenon. One day I got to know a potential dropout. I voluntarily paid a visit to the student's home and encouraged him to continue, which he did. Why can't the ACHS authorities do the same? I have discovered that the authorities have no means of knowing potential dropouts. I think that the solution to this problem can be found by using the student's association which can create a medium for mutual encouragement.

Other suggestions put forward by Kook were the following:

1. There should be a wide publicity of the role of ACHS and its programs.
2. The school should have a newsletter which could serve as a medium for publicizing the activities of the students. This will encourage present and potential students.

3. The speed of delivering lectures by radio should be a bit slower and the duration of instruction by radio be extended from the present thirty minutes to one hour. The government should think of changing from instruction by radio to instruction through television.

> Excerpt 5
>
> It seems to me that students find instruction by radio boring; for one thing, instruction by radio is difficult to follow. About half the student population never listens to instruction by radio. I hear that Japan has, in the past ten years, changed from instruction by radio to instruction by television. I think it is high time Korea follows suit.

4. The content of courses in the ACHS should be different from that in the regular high school. For instance, in the area of second languages, ACHS students find it difficult to follow instructions through radio. This is also the case in sciences such as physics. Students of the ACHS find it difficult to tackle examinations in second languages and physics.

Kook's interest in and concerns with ACHS is remarkable. She has written and published a few articles suggesting ways of improving the role and programs of ACHS, including one entitled "Problems Regarding Students' Enrolments in the ACHS".

SOON K. KWAK (Non-Dropout)

Soon, who is 19 years old, is the second eldest daughter in a family with two brothers and two sisters. Her father is an unskilled worker in a coal mine, located in a coal mining city which only attracts transient workers. The condition of the city is not congenial to permanent settlement by workers. Soon attend junior high school in the coal mining city, just like her two brothers who attended senior high school and elementary school, respectively. After junior high school, Soon left the coal mining city to live in Seoul, the capital city of Korea, where she found a job in a textile factory.

Soon's decision to move to Seoul was governed by her desire to earn an income in order to supplement the family's income. Originally, Soon was not enthusiastic about proceeding to senior high school. But while she worked in the textile industry she came across co-workers who were also attending some special schools. Soon became motivated and also enrolled in the ACHS. Although she was bent on graduating from the ACHS, Soon showed greater concern for the education of her two brothers. Consequently, she continued to send money back home to the parents for the education of her two brothers. Soon believed that further education for males is necessary and that a junior high school diploma was enough for the female.

Excerpt 1

> I might be required to pay for my brothers' educations. I'm a girl and they are boys. It's okay for a girl not to be well educated, but I think a man should be as well educated as possible.

Soon was a hard-working and devoted student. Her academic performance was impressive. In semester examinations, she started by placing twentieth in a class of sixty students. Recently she has been placed among the first ten in a class of sixty. She listens regularly to instructions by radio.

Excerpt 2

> There are big changes. First of all, I was freed of the inferiority feeling that I couldn't attend senior high school. When I realize that I am now a senior high school student, I feel very happy.

According to Soon, Sunday classes are very helpful because they provide an opportunity for face-to-face teaching. She advocates an extension of the number of Sunday classes in a month. She prefers that classes be held every Sunday.

Asked if she had any complaints about ACHS, she pointed out that the lack of guidance to students and the emphasis on similar standards with regular high schools constitute her major areas of complaint.

Excerpt 3

> One thing I really want to point out is that ACHS doesn't have any system or policy to guide and help students when they have individual problems. Although ACHS is different from regular schools, it is managed in the same way. There are many teachers who don't even know the students' names. Those who attend ACHS live already under difficult conditions. In the present system, it is very difficult for us to adjust.

Soon exhibits signs of an inferiority complex when she meets her friends who have graduated from senior high school. She keeps her enrolment in ACHS secret. She plans to marry at the age of 25 after graduating from the ACHS. The views and plans of Soon represent the typical attitudes of the traditional Korean woman.

HYUK Y. KWAN (Non-Dropout)

Hyuk is a 20 year old semi-skilled employee in an aluminium factory. He is single and lives within the premises of the company in which he works. His monthly income is $250 (U.S.). He sends about $100 (U.S.) every month to his parents who live in the city. Hyuk likes enjoying himself and likes his job.

Hyuk was born of a family of very low socio- economic status. However, Hyuk's father showed great concern over Hyuk's education despite his desperate financial situation. Hyuk's father emphasized family togetherness. This emphasis influenced Hyuk's own personality. Later on, Hyuk's education was interrupted by the sudden illness of his mother. Since the resources of Hyuk's father became seriously depleted, it was impossible for him to take care of his wife, who had been hospitalized, and to finance Hyuk's education at the same time.

Hyuk and his father had very high ambitions. Hyuk had dreams of entering diplomatic service. It was possible to realize these dreams since Hyuk's academic performance was very impressive. These dreams were dashed as a result of the sudden health problems which befell his mother. Hyuk, therefore, decided to quit school in order to enter the labour force to earn an income with which he could support his parents. His first job was that of an office messenger in a small company. But Hyuk's interest was not to work but to go to school. As soon as his mother began to recover, Hyuk decided to go back to school. He got admission in a special vocational institute in order to train as a skilled worker. On graduation, Hyuk got his present job in an aluminium manufacturing company.

Hyuk enjoys his present job. In Hyuk's company, everyone else had graduated from a regular high school. Promotion in the aluminium company was contingent upon a high school graduation. This he did not have. Hyuk, therefore, thought that his future in the company was not promising without a high school diploma and university education.

One day Hyuk got the information by radio that a high school (Air and Correspondence High School) had been established in the locality. This was a golden opportunity for Hyuk since it suited his circumstances very well. Hyuk could not work for a regular high school diploma while earning an income in the aluminium company.

Hyuk bought sophisticated electronic equipment - tape recorders, records, etc. - so that he could tape instructions by radio to study in the night after work. His boss in the aluminium company gave him much support by exempting him from Sunday work so that Hyuk could attend Sunday classes.

Excerpt 1

> I really appreciate the co-operation of my boss for in other companies exemptions could not be accorded to workers attending the ACHS ... I was greatly envied by my co-workers. Although I did not work on Sundays, this did not affect my salary.

His academic performance, measured by Korean standards, is so impressive that Hyuk can secure admission in any of the universities in Korea. Hyuk works so hard that he pays attention to no one, not even his girlfriend. His ambitions are so high that, whenever he has an academic problem he does not hesitate to seek help from his co-workers. He hopes to go to university after finishing his high school education and military service. Although he originally planned to get into the diplomatic service, Hyuk's present ambition is to become an expert in aluminium production.

Although Hyuk loves being in the ACHS, he feels that more needs to be done by the school other than emphasis on academic work. His view is that counselling should form an important component in studies at the ACHS. Hyuk finds that the teacher/student relationship in the ACHS leaves much to be desired.

Excerpt 2

> What is a human being? What is knowledge? I think that a human being requires more than knowledge. There should also be extra-curricular activities. In ACHS I have never participated in any sort of recreational activities because these are non-existent. Teachers in ACHS are only interested in the delivery of knowledge. The teacher and student relationship is very poor; teachers are unapproachable. How can one benefit from the teachers when many teachers do not even know the names of students?

Hyuk also has positive views about ACHS. He is very satisfied with the self-instructional materials of the school. However, he is of the view that each lesson delivered over the radio should be delivered more than once. Hyuk suggests that instruction by radio should be simple, straightforward and slow. He feels that teachers do not prepare the lessons very well.

> Excerpt 3
> I think that lessons by radio are poorly prepared by the teachers; the presentation is equally poor. Many radio instructors only feed out the text without making explanations in everyday language. Consequently, I think, instead of listening to the radio, self-instructional materials are preferable. I can conclude that many ACHS students do not listen regularly to radio lessons because there are boring.

Hyuk expresses sympathy for ACHS dropouts. The present system at the ACHS seems to be responsible for student dropout. Hyuk believes that, in order to avoid dropout situations at the ACHS, government support is required.

> Excerpt 4
> It is necessary that the government should establish labour rules to assist ACHS students who work and to provide some financial support. For me, I have been lucky to have financial support from my company, but other students do not enjoy these facilities.

Summary

Individual Characteristics

The ages of interviewees range from 19 to 35 years. The age range of the males is generally higher than that of the females. Most of the interviewees are employed, but while most dropouts have unstable jobs, the non-dropouts have stable jobs. Most interviewees are not married. There are more married students among the non-dropouts than among the dropouts. It would appear that marital status could be a factor accounting for students' decisions to continue with their studies or to drop out of the ACHS.

Most of the students interviewed come from a low socio-economic background. This factor would seem to explain the inability of most students to continue to senior high school after junior high school. Consequently, they seem to exhibit some inferiority complex which motivates them to acquire senior high school qualifications through the ACHS. Most of them are also responsible for supporting their poor families financially, especially the non-dropout students.

The non-dropouts enjoy a more stable social and economic life than the dropouts. Consequently, they are more motivated to continue their education at the ACHS than the dropouts.

Reasons for Attending ACHS

From the analysis of interview responses, there are a variety of individual reasons for attending ACHS. However, the common ambition of all the interviewees is the desire to obtain a senior high school diploma. Most of them do not desire the diploma for economic purposes, but rather for prestige and personal satisfaction. Some of the non-dropouts view attendance at ACHS as a means for self-actualization. Although many of them are wealthy, they do not seem satisfied with their lot if they are without at least a high school diploma. Many of the dropouts do not seem to have any specific reason for attending ACHS. Many of them come to ACHS only to obtain a diploma. But they do not have any clear ideas concerning their future.

The female dropout students perceive a high school diploma as important for the purpose of marriage. Many female students feel that with a good high school education they can get married to well-educated people in order to enjoy a happy marriage.

Students' Perceptions of ACHS

Both positive and negative perceptions about ACHS were expressed by the students interviewed. But these perceptions vary with dropouts and non-dropouts. The major areas about which the students expressed concern included teaching methods, Sunday classes, instruction by radio, self-instructional materials, counselling system and extra-curricular and social activities at the ACHS.

The majority of the students are unfamiliar with the teaching methods used at the ACHS. This unfamiliarity can be explained by the fact that many of the students come from the traditional schools where face-to-face methods of instruction are used. The only face-to-face teaching done in the ACHS is on Sundays. Most of the students - both dropouts and non-dropouts - stated that they found the Sunday classes very useful and would like to see the number of Sunday classes increased from the present fortnightly or bi-weekly sessions to four times a month.

Some of both dropout and non-dropout students, however, feel that the content of courses given on Sundays is difficult to understand and that the methods used by the teachers are too formal. They also expressed the view that the speed with which the lectures are delivered during Sunday classes is very high. Comparatively, the dropouts expressed greater concern with the teaching methods than the non-dropouts.

With regards to instruction by radio, the majority of the students reported that the lectures were too difficult to understand due to the poor methods, the formality and the speed with which instruction is given. There is no attempt to explain difficult areas of the courses offered by radio. Above all, students complained about the schedules of instruction by radio. Some students stated that the listening time is too early while others consider it too late. The morning broadcast takes place from 6:00 - 6:30 a.m. and at night from 11:30 p.m. to midnight. Besides the difficulties students face with the content of radio lectures, the hours of broadcasting, it was found, constitute a further problem. It can be assumed that many students do not listen to instruction by radio. Some students miss the hours of broadcasting.

Self-instructional materials are viewed by the majority of the students as adequate and well structured. However, many among the dropouts still expressed difficulties in using self-instructional materials. Most of the dropout students put the blame on themselves. They stated that their difficulties in the use of self-instructional materials stem from their low academic ability.

One of the crucial and problematic areas mentioned by all the students interviewed is the lack of a counselling system at ACHS, as a result of a lack of full-time teachers. Consequently, students have no opportunities of receiving counselling and of discussing their academic and individual problems with the authorities. All the students interviewed expressed the need for introducing counselling at ACHS. Many of the dropouts pointed to this factor as one of the causes for their dropping out of the school. They further pointed to the fact that teachers do not even remember the names of their students.

Extra-curricular and social activities were pointed out by the students as neglected areas in ACHS. They viewed these activities as important for the improvement of relationships among students. They suggested the introduction of sporting activities and educational excursions. The formation of a students' organization was viewed as essential so that students can get to know each other and develop a sense of togetherness and mutual help. Many students expressed the view that through a students' organization, they can help to encourage other students who would otherwise drop out.

Reasons for Dropping Out or Not Dropping Out

The reasons for dropping out or not dropping out are varied and complex, when the students are considered individually. But some general tendencies can be identified regarding dropout and non-dropout students. For the dropouts, one can conclude from the interview analysis that the major reason for dropping out is their poor academic performance. Furthermore, with the absence of counselling at ACHS, many dropouts do not have a way of discussing their academic problems. This absence is further reflected in the lack of student/teacher interaction in the learning process at ACHS. Consequently, many students have no other alternative than to drop out.

Other reasons pointed out by the dropout students included the difficult content of courses and the mediocre methods of instruction. There seems to be a lack of will among the dropout students as compared with the non-dropout students. Many non-dropout students persist in pursuing their studies in spite of the difficulties encountered in course content and methods of teaching. On the other hand, once the dropouts encountered the same difficulties, their enthusiasm waned.

From the interview analysis, some environmental influences capable of causing the dropout phenomenon at ACHS can be identified. They include factors such as social and academic discrimination, occupational, and family background factions. Graduates of ACHS are socially unaccepted. The general opinion is that the education received from ACHS is of a poor quality. There is also a general tendency to make distinctions between ACHS students and students of the regular high school. ACHS is thought of as occupying a lower status vis-a-vis the regular high schools. These factors produce a flagging interest among students who ultimately become potential dropouts.

Many students come from poor socio-economic backgrounds. There is no encouragement, financially or morally, from the family. Some families seem to feel that a junior high school diploma is enough, especially with regard to female students. Due to the poverty level of some families, many students are forced into the labour force after junior high school graduation in order that they may provide economic support to their parents.

Employers, however, are also wont to discriminate between graduates of ACHS and those of the regular high schools. Graduation from ACHS does not guarantee advancement in the job. Employed students complained that their employers do not allow them to attend Sunday classes when they are supposed to work on that day.

The environmental factors influencing the dropout phenomenon at ACHS is represented in Figure 2.

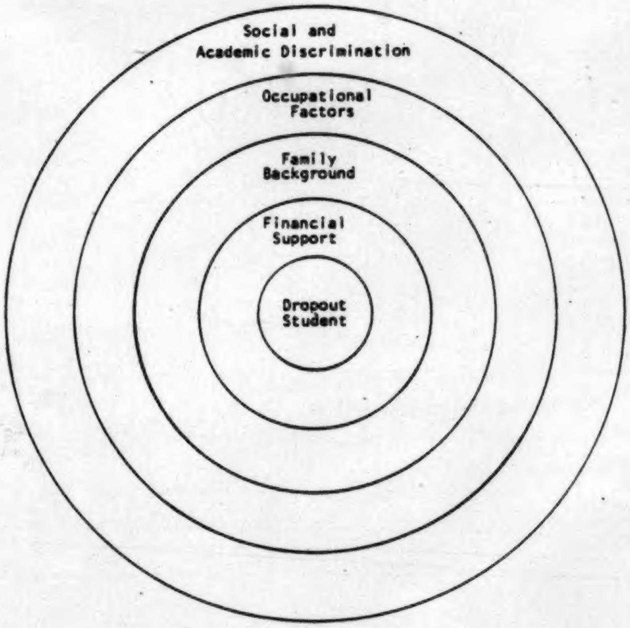
Social and
Academic Discrimination
Occupational
Factors
Family
Background
Financial
Support
Dropout
Student

Figure 2. Environmental Factors Affecting the Dropout Phenomenon

Non-dropout students seem to have great enthusiasm to pursue their education at ACHS, difficulties in content of courses and methods of teaching notwithstanding. They make a great effort to adjust themselves to the ACHS system. Many of the non-dropouts enjoy some support from their families. In some cases where the student is married, both husband and wife attend ACHS.

The occupational situation of most non-dropout students is relatively stable. They enjoy the support of their employers. Compared to the dropouts, the academic performance of the non-dropout students is relatively satisfactory. Their high motivation to learn helps them find means of creating good student/teacher relationships in spite of the absence of a counselling system at ACHS. They also participate in school activities individually, the absence of extra-curricular activities at ACHS notwithstanding.

Students' Aspirations

The aspirations of students are varied and complex Comparatively, the non-dropout students have higher goals for the future than the dropout students. Generally, non-dropouts are more optimistic of their future after graduating from ACHS while the dropout students are rather pessimistic. Some female dropout students reported their aspirations to be that of marriage. The male dropout students do not mention any specific plans for the future. They seem to enjoy being students in ACHS, purely and simply. They have vague aspirations as to what they hope to accomplish by attending ACHS. There are, however, some exceptional cases where some dropout students have very high aspirations. In one case, although the student had dropped out of ACHS, he studied independently and passed the high school diploma examination as an external candidate with the hope of entering university to study for a profession. Most of the non-dropout students are not satisfied with their present occupations. They want to obtain diplomas which would qualify them for entry into universities where they can study for entry into professions which would enable them to enjoy a higher socio-economic status.

Some Students' Suggestions for Preventing the Dropout Phenomenon

Although there are differences in the identified characteristics of the dropout and non-dropout students of ACHS, their suggestions for ways of preventing the dropout phenomenon are basically similar. The students offer five major suggestions.

First, both the dropouts and non-dropouts want improvements in teaching methods; teachers have to take account of individual differences in academic ability. This suggestion amounts to a call for the introduction of compensatory programs for students of low academic ability. Because of students' familiarity with the teaching methods in the traditional schools, the students find the teaching methods at ACHS very unfamiliar and formal to the extent that they cannot follow up the courses. Consequently, they suggest, for example, that radio lectures should be divided into simpler units that can be easily assimilated by students, and that essential or key points in each lecture should be repeated.

Secondly, the students express the need for guidance. As a corollary, they suggest the appointment of full-time teaching staff. Other suggestions include the introduction of extra-curricular activities and educational excursions to promote good relationships between teachers and students and among the students themselves.

Thirdly, both dropout and non-dropout students demand a change in the content of the courses. They indicate that the standards demanded by ACHS are too high and tend to replicate those of the regular high schools. They state that ACHS courses are too difficult to understand. The majority of the students suggest that courses offered should include those required to meet their occupational needs.

Fourthly, students complained about the formality of instruction by radio, the radio time schedules, and the duration of lectures by radio. They suggest that the time for each lecture be increased and that lectures be repeated. A seemingly important suggestion made by both the dropout and non-dropout students is a change from instruction by radio to instruction by television. It is the view of students that teachers do not possess any identifiable and competent teaching strategies, they do not seem to plan their lessons, and they rush too much while presenting their lectures.

Lastly, students suggest that ACHS authorities establish strategies to confer social status on the graduates of the ACHS. The suggestions specifically included the advertisement of the school to the public and improvement of the public image of the school. Some students also suggest that the government issue official letters to employers requesting them to exempt ACHS students from Sunday work to enable them to attend Sunday classes.

CHAPTER VI

DISCUSSION AND INTERPRETATION OF FINDINGS

The major purpose of the study was to investigate some of the causes of dropout incidents in the ACHS and the perceptions, aspirations and characteristics of dropout and non-dropout students, with the ultimate purpose of developing a strategy for the prevention of the dropout phenomenon. Chapter Four contained the analysis of the questionnaire data and Chapter Five discussed the analysis of the interviews. This chapter discusses the findings of the study. The findings are organized under the following headings and sub-headings:

1. Socio-Economic Background of Students
    a. Demographic Characteristics of Students
    b. Parents' Education and Their Attitudes Towards Their Children's Education
    c. Financial Background of Students
2. Students' Aspirations
    a. Job Expectations
    b. Further Education
    c. Personal, Social and Academic Satisfaction
3. Socio-Academic Discrimination
    a. Social Discrimination

   - b. Academic Discrimination
4. Students' Academic Performance
5. The ACHS System as Perceived by Participants
   - a. Curriculum
   - b. Instructional Methods
   - c. Lack of Guidance
   - d. Self-Instructional Materials
   - e. Administrative Structures

1. Socio-Economic Background of Students

The socio-economic background of students has often been considered as a factor affecting children's education generally. This factor was examined in terms of the dropout and non-dropout situation at the ACHS, with the aim of finding out its impact on the decisions of students to continue or not to continue their education at the ACHS.

a) Demographic Characteristics

The majority of the ACHS students are older compared with students in the regular high schools. Their ages range from 15 to 35 years. The reason for this is that students who enroll in the ACHS are junior high school graduates who, on graduation, become engaged in gainful activities and later decide to work for a high school diploma. About 70 per cent (7) of the ACHS students interviewed are married. Contrary to common opinion, married students reported that marriage is very helpful to studies. The ages of female students - dropouts and non-dropouts - are lower than those of the male students - dropouts and non-dropouts.

It was found in this study that many of the ACHS students live independently, in residences outside those of their parents. By Korean customs and tradition, children stay with their parents while attending school. They enjoy family togetherness and encouragement and are usually more emotionally stable.

b) Parents' Education and Their Attitudes Towards Their Childrens' Education

The parents of the majority of the ACHS students - dropouts and non-dropouts - are lowly educated. Most of the parents only have elementary education. Comparing the two parents - mother and father - the educational level reached by the former is often lower than that of the latter. With this low level of education, the parents of the ACHS students usually regret their loss and try to encourage their children to pursue education up to, at least, the senior high school level.

The encouragement of parents notwithstanding, Korean parents are, however, wont to emphasize the usefulness of education to male rather than to female children. This point helps to explain the higher dropout rate of females than of males. The decision to drop out of school is not of great concern to parents when this involves female children. For instance, one of the female interviewees was allowed to drop out of the ACHS by her parents without any fanfare. Some female students voluntarily drop out of school in order to provide better chances of educational success for their brothers. In cases where parents could not support two children in school, female children became the potential victims of the dropout phenomenon. This was the case with one of the female students interviewed.

Although most of the parents of the ACHS students are of a low socio-economic status, they encourage their male children to further their education. Consequently, the influence of parents counts as a significant factor determining whether or not students should continue their education at the ACHS.

c) Financial Background of Students

Generally, the majority of students face financial difficulties. The dropping out of school is also a result of the financial responsibilities placed on many of the students. Having come from poor backgrounds, they had to fend for themselves. As already stated, most ACHS students are married. The responsibilities to their nuclear families, coupled with those to their parents and siblings, create situations where students choose to drop out of school in order to concentrate on some gainful activities which could provide them with the means of supporting their families and parents financially.

Most students attending the ACHS are self-supporting. About 70 per cent of the students pay their own fees. Both the dropout and non-dropout students are always in a better position to pay their tuition fees because the tuition fees at the ACHS are considerably lower than those paid at the regular high schools. The ACHS students pay about one-fifth of the fees paid at the regular high schools. It can, therefore, be concluded that the tuition fees at the ACHS are not a factor determining the dropout incidence, because the tuition fees at the ACHS are considerably lower than those of the regular high schools.

2. Students' Aspirations

In this study it was found that students who enroll at the ACHS come to the school to satisfy a variety of aspirations. Generally, the aspirations of the ACHS students vary with individual students. However, the common aspirations expressed by the students interviewed can be summarized under the following three sub-headings: Job Expectations, Futher Education, and Personal Satisfaction and Social Status.

a) Job Expectations

Students who enroll at the ACHS do not seem to have any specific aspirations with regard to their job expectations upon graduation. About 18.4 per cent of the students who responded to the questionnaire items indicated that they had job expectations while 44.0 per cent stated that they had no job expectations on graduating from the ACHS. However, from the interview responses, it appears that the students have some job expectations on graduating from the ACHS.

There exists an apparent conflict in the views of students with regard to their job expectations on graduation, as revealed in the questionnaire and the interviews. The researcher believes that this contradiction arises from the segregation of the ACHS students from the rest of the population of regular high school students rather than from the fact that they have no specific job expectations. On the other hand, although the respondents and interviewees did not clearly state any definite job expectations on graduation, the researcher believes that students' job expectations can be judged from their suggestions that the ACHS offer courses of a vocational nature.

It may, therefore, be concluded that the job expectations of the students of the ACHS - both dropouts and non-dropouts - is a significant factor in determining the dropout and non-dropout incidence at the ACHS.

b) Further Education

Initially, many students enrolling at the ACHS build hopes of entering university after graduating with a high school diploma. But in the course of pursuing their education at the ACHS, they begin to encounter academic problems which lead some of them to abandon these hopes. Some students plan to enter the Air and Correspondence College after successfully passing through the Air and Correspondence High School. It seems to this researcher that, although these students build hopes of entering the regular university or the ACC, they are never confident of their admissibilty to these higher institutions of learning, for two reasons. First, it is almost impossible for the ACHS graduates to secure admission in the regular universities in Korea and second, there is no relationship between the ACHS and the ACC since both of these are separate and autonomous institutions. Many of the students attending the ACHS feel that they ought to enjoy privileged admission to the ACC.

The factors mentioned above appear to be responsible for the lack of aspirations for further education among the majority of the ACHS students. The lack of opportunities for further education at the regular universities or at the ACC would seem to be important factors accounting for the dropout phenomenon at the ACHS.

c) Personal, Social and Academic Satisfaction

The philosophical concept of education for life seems to permeate the minds of many of the students enrolling at the ACHS. In this study, it was found that some students enrolling at the ACHS do not do so with the hope of getting jobs on graduation or furthering their education at the regular universities or at the ACC. They come to the ACHS only to receive education for personal, social and academic satisfaction.

The analysis of the interview responses revealed that there are significant differences between the dropouts and non-dropouts with regard to their desires of personal, social and academic satisfaction which they hope to derive from attendance at the ACHS. Generally, the non-dropouts demonstrate a stronger desire for self-fulfillment, difficulties in studies at the ACHS notwithstanding, while the dropouts exhibit a more fatalistic attitude.

The non-dropout students seem to foresee a better future for themselves, in terms of social mobility and in terms of respect from their peers and from society at large, than do the dropouts. It appears to the researcher that dropout students view their dropping out as an unfortunate incident which will have direct consequences on their future chances for bettering their lives in society.

3. Socio-Academic Discrimination

Social and academic discrimination against the ACHS students seem to constitute another important factor accounting for the dropout incidence in that institution.

a) Social Discrimination

Generally, the students of ACHS seem to form a group of their own in the Korean educational system. Society does not seem to accord any recognition to the graduates of this institution. For instance, employers do not offer incentives to encourage those of their workers who attend the ACHS. They view the ACHS as a second-rate institution which serves no useful purpose to the social and economic life of Korea. The attitude of the employers can be judged from their refusal to exempt their workers enrolled at the ACHS from work on Sundays so that they can attend classes scheduled on Sundays by the ACHS.

The absence of social recognition of graduates of the ACHS has led to these students developing an inferiority complex. For instance, one of the students interviewed stated that he enrolled at the ACHS without letting anyone know about it. It appears to the researcher that the ACHS has not been able to provide enough publicity of its role and function in Korean society. Many of the students interviewed indicated that Korean society does not understand the importance of the ACHS due to a lack of knowledge of the institution and due to a lack of publicity.

b) Academic Discrimination

Even among the educational institutions in Korea, the ACHS students and graduates seem to enjoy a very low academic status. One of the questionnaire items required respondents to state the perceptions of their co-workers about the ACHS. About 24.3 per cent responded that their co-workers regard the ACHS as being of the same status with the regular high school in terms of programs and diplomas. About 70 per cent responded that their co-workers are indifferent with regard to the status of the ACHS. However, many co-workers were said to prefer attendance at the ACHS only as a last resort. Many among the dropout and non-dropout students themselves believe that the regular high schools enjoy a higher academic status than the ACHS. They seem to recognize the superiority of the programs and teaching methods offered in regular high schools.

Students at the ACHS feel that they are inferior to the regular high school students. Usually the ACHS students never hope to perform well academically. Nevertheless, they continue to attend the ACHS at least as a means of enjoying academic life, albeit inferior academic life in their perceptions.

Academic discrimination against the ACHS students and graduates is more marked in the job market. Although the government regards the ACHS diplomas as equivalent to those of the regular high schools, employers do not recognize this equivalence. The graduates of the ACHS have little chance of securing jobs in business and industry or to gain promotion on the basis of the ACHS diploma.

It would, therefore, appear that academic discrimination constitutes a crucial factor in the dropout incidence at the ACHS.

4. Students' Academic Performance

When students come to the ACHS, they always hope to perform well academically. But since most of them are junior high school graduates and had ceased attending school for considerable periods, sooner or later they usually begin to experience academic difficulties. As well, having been out of school for a long time, many of them lose their reading abilities and study habits with the result that a majority never cope with the requirements for the courses offered at the ACHS.

Proof of the low academic performance of the ACHS students is borne by the fact that some plagiarize assignments and cheat at examinations. Their own recognition of their low academic performances eventually lead them to decide on dropping out. Many of the students are not able to follow course lectures delivered through the radio and even lectures given during Sunday classes. The dropouts, particularly, confess that they are not able to follow lessons. Consequently, they suggest that the ACHS introduce compensatory programs for students of low academic ability as well as reducing the number of courses offered for the high school diploma at the ACHS. Some students, however, possess exceptional academic abilities. For these students, their views are that the ACHS introduce accelerated programs for gifted students. This point reveals that there are significant differences between the dropout and non-dropout students in terms of academic performance. This researcher would like to believe that low academic performance constitutes a crucial factor accounting for the dropout incidence at the ACHS.

It is difficult to say with certainty what causes the low academic performance of the ACHS students. It would, however, appear that the students of the ACHS are unfamiliar with the teaching methods used since all of the students come from traditional educational institutions with completely different methods of teaching. Some students condemn the emphasis on cognitive skills at the ACHS. These students seem to prefer courses providing practical skills rather than those involving academic knowledge.

5. The ACHS System as Perceived by Participants

In the previous sections, external factors affecting dropout phenomenon in ACHS were discussed. In this section, the findings related to institutional variables affecting the dropout situation at the ACHS are discussed. More specifically, this section deals with findings related to the curriculum, instructional methods, guidance, self-instructional materials and administrative structures as perceived by both the dropout and non-dropout students.

a) Curriculum

From the questionnaire and interview responses, it would appear that students attending the ACHS experience many problems with the curriculum offered in that institution. The problem seems to originate from the fact that the curriculum of the ACHS is the same as that of the regular high schools. In the opinion of some of the students, there should be a different curriculum from that offered in the regular high schools, in terms of the number of course requirements and the scope of the courses. These opinions seem sound, given the fact that many of the students are workers.

Although the students' opinion may be sound, it almost seems impossible at present for the ACHS authorities to satisfy these demands because, so far, the ACHS has not developed its own curriculum. Much of the curriculum followed is that in use at the regular high schools. The policy of the Ministry of Education in Korea is to create an equivalence of the high school diploma earned in both the ACHS and the regular high schools. The inferiority complex exhibited by the students of the ACHS does not seem to rest on a sound foundation. The inferiority is a matter of perception on the part of the ACHS students. Furthermore, even the discrimination shown by employers in Korea is unjustified.

It would, however, appear that the differences between the ACHS and the regular high schools are based on the methods of teaching rather than on the curriculum offered. The Ministry of Education develops and prescribes the high school curriculum but does not specify teaching methods.

This study found that some of the students of the ACHS are more interested in vocational than in academic courses. This interest is legitimate given that most of the students are employed and hope for advancement in their careers.

Another finding in this study concerns the number of courses required. In the ACHS, students have no choice of courses. All students are expected to enroll in the number of courses prescribed for the high school diploma. Consequently, the number of courses is a source of discouragement to students. Suggestions put forward by students include the reduction of the number of courses required for the high school diploma. In the opinion of the students, the ACHS should be considered as an institution for continuing education for adult students.

This researcher finds a paradox in the perceptions of students regarding the curriculum offered at the ACHS and the regular high schools. The students of the ACHS seek equal status with the high schools, yet they demand a reduction in the number of courses required for a high school diploma as prescribed by the Ministry of Education. It would appear that all the students of the ACHS want is an easy way of obtaining an equivalent high school diploma to that of the regular high school.

The students participating in this study expressed concern over the absence of extra-curricular activities at the ACHS. They feel that extra-curricular activities form an important part of school life, a source of encouragement and a means of creating personal relationships with friends.

It may be concluded that the curriculum constitutes one of the important factors responsible for the dropout situation at the ACHS.

b) Instructional Methods

There are three main methods of instruction used at the ACHS: Instruction by radio, face-to-face lectures in Sunday classes, and self-instruction. Among the three methods of instruction, instruction by radio appears to be the most difficult for the students. As the researcher found out, only about one-third of the students fully understand lectures delivered over the radio. Many of the students, consequently, become frustrated and completely give up following radio lectures and never even listen to the radio.

Two major problems identified by the researcher to account for the difficulties encountered by students with regard to instruction by radio were the time schedule and the content of the courses delivered. Furthermore, students are unfamiliar with the method of instruction by radio since most of them come from junior high schools where the face-to-face sytem of lecturing is the practice. Even the teachers do not seem to be either familiar with this method or trained to deliver lectures through the radio. Below is a summary of the respondents' perceptions of the instructional methods used at the ACHS.

1. From the analysis of the questionnaire data, it was found that there exists significant differences of the perceptions of dropout and non-dropout students regarding the degree of understanding of instructions by radio. About 82 per cent of the dropouts were found to experience difficulties in understanding radio lectures. This percentage is large enough to confirm the findings that the majority of students do not understand radio lectures.
2. Many students indicated that the presentation of radio lectures by teachers is extremely poor and that it seemed to them that teachers do not prepare their lessons properly. The researcher thinks that this problem arises from the fact that the teachers employed at the ACHS are part-time teachers teaching in the regular high schools. Consequently, they lack training in the presentation of lectures by radio. Lectures are presented in a hurry. The methods of presenting lectures by radio follow those of radio broadcasters rather than those of teachers. No techniques of teaching are employed by teachers who use the radio; no attempts are

made to stop and explain difficult points. An interesting finding regarding this problem is that non-dropout students complain more about the methods of instruction by radio than the dropouts. It can be hypothesized that since both groups of students - dropouts and non-dropouts are exposed to the same problem, and yet the latter complain more than the former, that the dropouts do not listen to radio lectures. Consequently, they do not have any points of comment against the methods of instruction by radio at the ACHS.

3. It was found in this study that the students of ACHS - dropouts and non-dropouts prefer instruction by television to instruction by radio. They pointed out that with television everything is visual and thus television lends itself more to clear understanding of lectures. The ACHS authorities have long used the radio due to the prohibitive financial costs of providing instruction by television.
4. Students complained that the time schedule for instruction by radio is either too early or too late. This complaint seems legitimate given that most of the students are employed in various organizations. They suggested that there should be a repetition of instruction by radio so that students who miss one period of instruction can listen to lectures at another period of broadcast.

5. Sunday classes seem to be preferred by the students than listening to radio lectures. However, they make some comments about the frequency of classroom teaching. Since they prefer classroom teaching, most of the students suggest that more classroom teaching be introduced on weekdays, preferably during the evenings. Two problems arise from Sunday classes. First, employers do not exempt their workers enrolled at the ACHS to attend classes scheduled on Sundays; second, due to religious services on Sundays, many students do not attend classes. Consequently, even with Sunday classes, students suggest that these be scheduled to take place at times after Sunday services.
6. The teaching style on Sundays is also a great source of concern to the students. Teachers deliver lectures in a hurry and never cover the whole content of a lesson. No consideration is given to the individual differences of students. As already stated, the style of teaching seems to be related to the status of the teachers. Many of the teachers are appointed on a part-time basis; they show no enthusiasm in their job. Teachers are too pre-occupied; they have no time to attend to students' academic problems, even when consulted.

In conclusion, it would appear that the students of the ACHS are finding it difficult to adjust to the instructional methods at the ACHS. The researcher is of the opinion that the ACHS needs to improve its instructional methods to suit air and correspondence education.

c) Lack of Guidance

Students - both dropouts and non-dropouts - were asked to state their perceptions of the ACHS system. Many of the respondents of the questionnaire and interview items identified the lack of guidance as one of the factors accounting for the dropout situation at the ACHS. Guidance was defined as friendliness of teachers with students, help with students' problems, advice on matters concerning studies, information dissemination to students and interpersonal interaction between students and teachers.

The research found in the interviews with the participants of the study that many dropouts often associate their dropping out of school with the lack of guidance. It would, therefore, appear that an important area of improvement at the ACHS is guidance. One example of this lack of guidance can be judged from the statements made by students that teachers do not remember the names of the students. Below is summarized the suggestions of students regarding the introduction of guidance at the ACHS.

1. In considering the introduction of guidance at the ACHS, only full-time teachers should be appointed as counsellors. But the researcher thinks that the lack of

guidance stems from the lack of funds to engage counsellors in each school by the Ministry of Education.

2. The students seem to think that students can be of help to each other if they could meet in a common place in the ACHS premises. Consequently, they suggested that a common room be created at the ACHS which could also serve as a guidance centre in which teachers can hold guidance sessions with students. Presently, there is only one occassion during which teachers meet with students. This occassion happens during Sunday classes which, unfortunately, last for only a few hours. The speed with which everything goes during Sunday classes does not leave time for students to discuss their academic problems with teachers.

   The emphasis of students on a system of guidance springs from the experiences of students in the regular schools where there are full-time teachers as counsellors. In the opinion of the researcher, air and correspondence education students need more guidance than the students in the traditional schools. The reasons are that students of distance education experience more difficulties than those in the traditional schools.

3. The radio is used only as a medium of delivering lectures. But in the opinion of the students it can also be used for guidance. They suggested that time could also be provided for guidance through the radio lecture.

Since correspondence education is a process involving individual learning, it is the view of the researcher that individual and probably group guidance is imperative. Such a guidance system could, in the opinion of the researcher, serve as a viable strategy for the prevention of the dropout incidence at the ACHS.

d) Self-Instructional Materials

Self-instructional materials at the ACHS include textbooks, guidelines for lectures by radio, and study monographs prepared by KEDI. This study found that these self-instructional materials are useful. About 73.4 per cent of the participants in this study had the same opinion. Even students of the regular high schools appreciate and prefer the study materials intended for use by ACHS students. It is the assumption of the researcher that the dependence of students on study materials is very high. One may conclude from this assumption that the sole dependence on self-instructional materials accounts for the lack of interest in radio lectures. Many students no longer care to listen to the radio since they have the study materials with them and since the contents of the self-instructional materials are the same ones broadcast over the radio.

From the questionnaire data, a significant difference between the dropout and non-dropout students in the use of study materials was found. Non-dropout students make more use of self-instructional materials than the dropouts. Although both groups of students admit to the usefulness of the self-instructional materials, they point out that they are, however, difficult in content. This apparent paradox would seem to reveal the low academic ability of the ACHS students.

Another complaint put forward by the students had to do with the volume and scope of course content. Self-instructional materials would, therefore, seem to be an area in which much attention should be given by the KEDI which is responsible for preparing the self-instructional materials.

e) Administrative Structures

In order to specify some strategies for the prevention of the dropout phenomenon at the ACHS, the researcher sought to know the students' perceptions about the administrative structures which can be said to affect the dropout situation. Administrative structures here were conceived of as different units in the organizational setup of the ACHS dealing with such issues as admissions, examinations and guidance decisions. One of the views of the students - both dropouts and non-dropouts - was that there are many missing links in the administrative structures of the ACHS. A

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glaring missing link in the administrative structure is a guidance department, which is an important unit in the regular high schools.

Another comment on the administrative structures of the ACHS is the lack of a structure to link the ACHS with the administrative structures of the Ministry of Education to facilitate the recognition of the ACHS graduates by the public, particularly employers. Public relations seems to be an important factor at the back of the minds of students; they feel this is possible if there exists an administrative unit which should concern itself with this issue.

The concern of students about the curriculum at the ACHS has already been mentioned elsewhere in this study. Students made cetain suggestions regarding the curriculum. Unfortunately, the ACHS does not have a policy regarding curriculum development.

An analysis of the interview data reveals that students complained about the lack of accelerated programs for gifted students. Students have the perception that the administration at the ACHS shows no concern over this matter due to the lack of a defined policy aimed at helping students. Some students who have dropped out sought readmission after a while but their readmission was refused. The perceptions of students are that the administration of the ACHS is too rigid. They suggested that the administration of the ACHS maintain a more flexible policy regarding readmission of dropouts who want to return.

It would, therefore, stand to reason that the administrative structures at the ACHS are not geared to take care of various concerns of students. This would also seem to suggest that the ACHS requires a reorganization of its administrative structures and the introduction of new ones to adequately cater to the various issues raised by the students as distance learners.

Summary

In this chapter, the findings of the study were discussed and interpreted under five main headings, namely, the socio-economic background of students, students' aspirations, socio-academic discrimination, students' academic performances and the ACHS system as perceived by the participants of the study. The discussion and interpretation of the findings were intended to highlight issues on the basis of which recommendations can be made regarding strategies of preventing the dropout situation at the ACHS.

The socio-economic backgrounds of students of the ACHS were found to be a significant factor affecting the dropout incidence. The students are generally older than the students in the regular high schools; they are employed in order to support their poor parents and families and the education of their parents is generally low.

Initially students come to the ACHS with very high aspirations, but in the course of their studies these aspirations decline due to academic difficulties and lack of time for studies stemming from their jobs, particularly among the dropout students.

The students suffer from social and academic discrimination which discourages them in their academic pursuits, a situation which was found to be an important factor causing the dropout incidence at the ACHS. However, the academic performances of the students were found to be generally poor. It appears that the low academic performances have to do with the system of education at the ACHS, with which they are very unfamiliar.

With regard to the ACHS system, it was discussed that students are generally unfamiliar with it. Discussed under the ACHS system were the curriculum, instructional methods, lack of guidance, self-instructional materials and administrative structures. Among these factors, it was found that three of these feature prominently in the list of students' concerns: Curriculum, instructional methods and lack of guidance for students.

CHAPTER VII

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents a summary of the entire study. It is divided into five parts. The first part summarizes the background and purpose of the study. In the second part, the design and methodology of the study are presented. The third part summarizes the major findings. On the basis of the findings, part four of the chapter presents suggestions on the possible strategies for the prevention of the dropout incidence at the ACHS. The chapter ends with recommendations for further research on some identified issues relative to the dropout phenomenon and a concluding statement on the study.

1. Background and Purpose of the Study

The ACHS was established in 1974 by the Ministry of Education to provide educational opportunities to the youths and adults who could not complete high school in the traditional high schools. The ACHS is virtually an innovation in the Korean educational system. Its relatively young age means that much experience is yet to be gained in the administration and organization of such an educational institution. The first problem that has emerged in recent years and which has become a matter of great concern to the Korean educators is that of dropouts.

To the best of the researcher's knowledge, no studies have yet been undertaked to determine some of the causes of the dropout phenomenon at the ACHS. The present study represents a pioneer attempt, in the context of Korea, to examine the causes of the dropout problem at the ACHS. Even though many studies of a similar nature have been undertaken in the Western world - the United States of America and Canada especially - such studies do not adequately explain the causes of dropout situations in Korea due to a variety of factors including social, cultural and economic differences.

There are obvious differences between Korea and the United States of America and Canada in terms of the factors accounting for the dropout of students from the educational system. In the United States of America and Canada, the dropout situation is more or less associated with truancy on the part of the students. But in Korea, the situation is different. Youths and adults in Korea appear to the researcher to be more anxious to study.

The Ministry of Education and the educators in Korea have expressed the need for studies designed to find ways of making youths and adults adapt to the ACHS system and to find strategies for preventing the dropout situation.

The purpose of the study, therefore, is to investigate the dropout phenomenon at the ACHS and to suggest possible strategies for its prevention. The researcher was also interested in knowing the differences in the characteristics of the dropout and non-dropout students at the ACHS, as a means of determining some of the causes of the dropout situation. It is hoped that, by this study, the researcher will be able to make his contribution to the formulation of policies regarding the operation of the Air and Correspondence schools in Korea.

2. Research Design and Methodology

To carry out the study, quantitative and qualitative approaches were used in collecting and analyzing the data. The researcher felt that the complexity of the dropout problem renders a combination of the two approaches appropriate for this investigation. For the quantitative approach, a questionnaire was used to collect data from a larger sample comprising 648 participants (168 dropouts and 480 non-dropouts). Although the study is concerned with some of the causes of the dropout situation at the ACHS, it was not possible to find a larger number of dropouts for the sample. The researcher admits this limitation of the study which may affect the findings. However, to eliminate this limitation and render the findings more valid, an in-depth, unstructured interview was conducted, using a more restricted sample of ten participants (5 dropouts and 5 non-dropouts).

The data for the study were collected between April and July, 1981, in co-operation with the KEDI researchers. Using 24 of the questionnaire's items and the interviews, the following categories of data were collected:

1. Characteristics of students - Age, socio-economic background and vocation.
2. Students' perceptions of the ACHS system - Sunday classes, instruction by radio, instructional materials, student/teacher relations, curriculum and extra-curricular activities.
3. Reasons for dropping out or staying.
4. Students' aspirations.
5. Students' perceived academic performances.

The quantitative data were analyzed using both percentages and the chi-square. Percentages were used to measure the characteristics of both groups of students dropouts and non-dropouts - while chi-square was used to measure the significant differences in the characteristics of students and their perceptions about the ACHS system. The data generated by the interviews were summarized and directly reported in the form of excerpts, which enabled the researcher to make interpretations.

3. Major Findings

From analysis of the questionnaire and interview data, the following were the major findings:

a) The Characteristics of the ACHS Students

1. Comparatively, the ages of the ACHS students are relatively older than those of the regular high school students. The ages of the regular high school students range between 14 and 18 while those of the ACHS students are between 15 and 35.
2. Most of the ACHS students come from low socio-economic backgrounds.
3. About 70 per cent of the ACHS students are employed and are responsible for the economic support of members of their families and parents.
4. Their parents have very little education and are economically poor. Since most students come from such backgrounds, they are often more susceptible to dropping out.

b) Students' Academic Performance

1. Generally, the researcher finds that the academic performance of the student is poor.
2. The poor academic performance originates from the lack of time devoted to their studies since most of the students are full-time workers.
3. Compared with the non-dropouts, the dropouts experience more academic difficulties.

c) Students' Aspirations

1. The majority of the students are satisfied with the possession of a high school diploma, simply and purely. A few among the non-dropout students, however, have aspirations of continuing to univeristy.
2. Compared to the non-dropout students, the dropout students do not seem to have any specific aspirations.
3. The aspirations of the majority of the ACHS students decline with time. Initially, all the students come into the ACHS with high aspirations in terms of job expectations.

d) Social and Academic Discrimination

1. Generally, the students of the ACHS exhibit an inferiority complex vis-a-vis the students of the regular high schools.

2. Society views the ACHS as a second-rate educational institution and its students as second-rate students.
3. Comparatively, the dropout students succumb to the discriminatory attitude of society more than the non-dropout students.

e) The ACHS Curriculum

1. Both the dropout and non-dropout students of the ACHS complain about the rigid academic nature of the curriculum, which is similar to that of the regular high schools, even though they seek equality of status with the regular high schools and condemn the discrimination against graduates of ACHS.
2. The students perceive the content of the courses to be too difficult to understand.
3. Students prefer a curriculum of a vocational nature rather than one which emphasizes academic courses.

f) Instructional Methods Used at the ACHS

1. The researcher found that students are unfamiliar with the instructional methods used in the ACHS. From the responses of students, it would also appear that even the teachers have not modified their teaching methods to suit the special needs of the

ACHS students since most of them are teachers in the conventional high schools.

2. Students perceive Sunday classes where face-to-face teaching methods are used as more useful than instruction by radio. The majority of the students do not listen to radio lectures, particularly the dropout students.
3. The researcher found that Sunday classes and instruction by radio constitute significant factors influencing the dropout phenomenon at the ACHS.

g) Self-Instructional Materials

1. The students of the ACHS rely heavily on self-instructional materials. This fact explains the low attendance at Sunday classes and low interest in listening to lectures over the radio. The researcher concludes that the self-instructional materials are extremely useful to students of the ACHS.
2. The students find the content of self- instructional material to be too rigid to be easily understood.
3. Comparatively, the non-dropout students make more use of the self-instructional materials than the dropout students.

h) Guidance and Counselling

Students express the need for a guidance and counselling service at the ACHS. They perceive the lack of this service as one of the causes of their dropping out of school.

i) Administrative Structures

1. There is a lack of flexibility in the ACHS policies regarding admissions, examinations, grading systems, and the curriculum.
2. Students express the need for the administrative system to play a significant role in the portrayal of a good public image of the ACHS and the elimination of social and academic discrimination against its graduates.

Conclusion

The results of this study reveal that much innovative work is required in order to transform the ACHS into an institution that meets the needs of the educationally deprived citizens. The ACHS, at present, is treated as a second-rate educational institution in Korea. Consequently, its students and graduates do not feel the pride of educated citizens accorded other educational institutions of similar status in the country.

Although the ACHS can be described as a school of "last chance" for the educationally deprived students, the curriculum, instructional methods, and guidance and counselling leave much to be desired. The dropping out of students, therefore, constitutes no matter of great surprise. However, resources are required to put the ACHS on a sound foundation. It is here that the financial and administrative support of the Ministry of Education is badly required.

The co-operation of society at large is of utmost importance to the success of the ACHS, especially in the recognition of its status. In this regard, the participation of members of society in the formulation of policies for the ACHS could go a long way in making the institution a veritable instrument of social adjustment and more educational opportunity. The ACHS already seems to be fulfilling this role, but it needs to modify its structures and system in order to preserve its students.

Recommendations

This section is divided into two parts. The first part presents possible strategies for regarding the prevention of incidence of dropout at the ACHS, while the second part suggests areas identified by the researcher as important for further investigation.

1. Possible Strategies for the Prevention of the Dropout Incidence at the ACHS

From the findings of the study, the researcher idenfified some key issues which warrant some attention by those concerned with the problem of dropouts at the ACHS. The key issues identified by the researcher include matters of policy formulation regarding curriculum, instructional method, guidance and counselling, and the administration of student activities. One of the crucial problems identified by the researcher as causing the dropout situation at the ACHS is social and academic discrimination. Some suggestions for coming to grips with this aspect of the causes of the dropout situation are outlined below:

a) Social and Academic Discrimination

1. A crucial problem haunting the ACHS is its public image. One of the ways that this can be improved is through government action. The government can eliminate the tarnished image of the ACHS by publicizing the role of the ACHS in the Korean society, and by sending official communications to employers and other public institutions.

2. The ACHS should regularly publicize its programs and provide opportunities for students to publicly demonstrate their talents. For instance, programs can be introduced on television where the students can be seen engaging in some activities of public and vocational interest. This should encourage potential dropouts as well as those intending to enroll to pursue their studies.
3. There should be a close link between the ACHS and the ACC since the two institutions are identical in terms of methods. Such a link should enable the ACHS students to enjoy direct admissions into the ACC which has university status. The ACHS students should enjoy privileged conditions in terms of admissions to the ACC.

b) The ACHS Curriculum

1. The objectives of the ACHS should be clearly defined; they should be defined in conformity with the aims of continuing education.
2. The curriculum should be developed to meet the individual and vocational needs of the students since most of them have jobs in which they wish to develop adequate skills as a means of gaining advancement and higher salaries. It is the opinion of the researcher that since most of the students of

the ACHS are employed, a curriculum that meets the job requirements in the students' places of work will be more appropriate. Such a curriculum would lead employers to exempt working students from work on Sundays to enable them to attend Sunday classes.

3. The curriculum should be more flexible to offer students opportunities to make their own choices of courses, taking into consideration the time and occupational constraints of distance learners.
4. It is also important that the curriculum that is offered should include courses which emphasize not only the cognitive but also the affective domain. Presently, the ACHS curriculum places more emphasis on the cognitive domain.

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c) Instructional Methods

Sunday Classes

1. A distinction should first be made between courses which can be presented by radio and those appropriate for Sunday classes. By their very nature, some courses, such as mathematics and drawing, do not adequately lend themselves to instructional methods using the radio. Consequently, it would be more appropriate if difficult subjects could be presented during Sunday classes while the less difficult might be presented by radio. Most

students complain about the difficulties they encounter with many subjects; they prefer face-to-face teaching on Sundays to provide them with opportunities of clarifying these difficulties. The researcher would seem to agree with students' demands for an increase in the number of face-to-face sessions not only on Sundays but also on weekdays.

2. The majority of the students at the ACHS express great dissatisfaction with the teaching style of the teachers, all of whom are regular high school teachers employed part-time by the ACHS. Consequently, the teachers chosen to teach the students of the ACHS should be trained in methods appropriate for delivering lectures under an air and correspondence educational system.

Radio Lectures

1. Presently, the duration of instruction by radio is 15 minutes. Evidently, this is too short a time. It would be necessary that the duration of each period of instruction by radio be extended to about 30 minutes to enable the teacher to cover more thoroughly the unit of the course scheduled for that period.

2. Radio lectures should be repeated. Presently, the morning broadcast is too early while the evening broadcast is too late, as indicated by the participants of the study.
3. The presentation of courses by radio should be interesting and motivative to capture the interest of the students. About 30 per cent of the students do not listen to or follow radio lectures because of the dull method of presentation.
4. It appears that the introduction of the television for instructional purposes is long overdue in the ACHS. Such an introduction should be gradual, given the present budget constraints.

Self-Instructional Materials

1. Instructional materials were identified by the participants of this study as very unsatisfactory. Instructional materials should possess certain characteristics. They should be comprehensive, up-to-date, legible, well organized and in conformity with the psychological foundations of learning.
2. One of the ways by which instructional materials can be made more effective and inspirational is through the use of illustrations, charts, diagrams and photographs. If instructional materials could make

use of bigger prints, it would make easier reading and understanding. Layout, format, and portability are important characteristics of effective instructional materials.

3. Effective instructional materials depend on the availability of expertise for their preparation. Consequently, it would appear that the ACHS needs persons qualified in the preparation of instructional materials suitable for air and correspondence teaching.

d) Guidance and Counselling

1. If regular high school students have social and academic problems, students of the ACHS have even more. The methods used in air and correspondence teaching seem to leave the students without the means of solving some of their academic problems. It could, therefore, appear that the ACHS needs at least one full-time counsellor in each of the ACHS schools. It can be hypothesized that if students could benefit from guidance and counselling services, these services could contribute to curbing the dropout problem at the ACHS.
2. Although at present the guidance and counselling services of the regular high schools are made available to the students of the ACHS, it would be

more necessary that the ACHS appoints a full-time guidance and counselling personnel in each of the ACHS centres.

3. The ACHS could contact people residing in areas where students are far off from an ACHS centre and who are knowledgable in guidance and counselling to make their services available to the students of the ACHS. It is possible that such a person could also be of help in advising prospective students of the ACHS.

e) Administrative Support

1. One of the problems facing the ACHS today is that of a lack of administrative support. Since the establishment of the ACHS in 1974, the Ministry of Education seems to have forgotten its existence. Consequently, the ACHS (and ACC) does not feature in the organizational chart of the Korean educational system. One way by which the Ministry of Education can offer administrative support to the ACHS would be a more flexible transfer policy regarding teachers of the regular high schools, from where the ACHS teachers are recruited. For instance, a teacher who is experienced in teaching the ACHS students and who refuses transfer to another school should be allowed to stay so that the ACHS students can

continue to benefit from his/her services.

2. Presently the administration of the ACHS is too rigid in its policies on examinations, admissions and graduation. Students who fail to attend classes on Sundays for a month are immediately refused readmission. It is suggested that these policies be more flexible and that opportunities be given to students willing to return to do so irrespective of the duration of their absence.
3. The ACHS shold be given its own mandate to develop its own curriculum suitable to the needs of its students. This will create a need for financial support from the Ministry of Education, a support which is essential to the effective development of a suitable curriculum.
4. To improve the quality of teaching at the ACHS, it would be useful if administrative support is provided by the Ministry of Education for the training of teachers suitable for air and correspondence teaching.

2. Recommendations for Further Investigation

A study purporting to investigate some of the causes of the dropout situation in any educational institution cannot in any realistic way cover all its aspects, given the variety of possible causes that can account for the phenomenon. Consequently, many more in-depth studies are appropriate for a better understanding of the causes of the dropout incidence at the ACHS. The limitations stated elsewhere in this study provide a rationale for further studies in this area. The following are some areas in which further research is urgently required:

1. A longitudinal study of the ACHS students is in order, from the time students are admitted to when they drop out or graduate. This should provide a better understanding of the causes of the dropout situation which should lead to better ways of prevention. Such studies should use much larger samples than have been used in this study.
2. Given the social and academic discrimination against the ACHS students and graduates, it will be necessary to conduct further enquiries on the perceptions of employers and parents about the ACHS as an institution for continuing education.
3. Since the Korean ACHS has only had a short experience in the use of the broadcast media for instruction in distance education, research is required in their effective use.

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APPENDIX A

(Questionnaire Sample)

QUESTIONNAIRE
ON
KOREAN AIR AND CORRESPONDENCE HIGH SCHOOL STUDENTS

August 15, 1981

Ki Hyung Hong

Faculty of Graduate Studies and Research
The University of Alberta

Appeal

This questionnaire is not designed to evaluate your academic achievement or to test your personal psychological characteristics. It is, rather, to gather information which is useful to develop some ideas to improve educational conditions in the Air and Correspondence High School where you are studying. Please to not hesitate to answer the following questions according to your own judgement.

You are expected to select a suitable answer and fill in the blank with the number of the item you selected. Now, read the General Instructions.

General Instructions

1. Do not start to answer before you are told to do so.
2. It will be appreciated if you could answer every question to the best of your ability. Be sincere in your answers as much as possible.
3. If in doubt, raise your hand and ask for guidance.
4. Select only one item for each question.

Exercise

Please read the question in the box.

1. What is your name?

    a. Kim
    b. Park
    c. Chung
    d. Yang

If your name is Yang, you may select item "d". Then you are expected to write "d" in the blank which is located at the bottom right-hand corner of each question.

DO NOT TURN OVER THIS PAGE BEFORE
YOU ARE TOLD TO DO SO

Yellow Paper for Dropouts
White Paper for Non-Dropouts

1. When were you born?

   a. On or after August 15, 1967.
   b. On or after August 15, 1962, before August 15, 1967. ○
   c. Before August 15, 1962.

2. Are you married?

   a. Yes. ○
   b. No.

3. What kind of school did you last attend?

   a. Regular junior high school.
   b. Special school.
   c. Home study for official diploma by examination. ○
   d. Miscellaneous school.

4. When you decided to enter this school, what was your main objective?

   a. In order to be admitted to an institution for higher education.
   b. In order to get higher income or chance of promotion. ○
   c. In order to have your life-style improved.

5. Who pays the tuition fees and other incidental expenses for your education in the Air and Correspondence High School?

   a. Myself.
   b. Myself and other family members. ○
   c. Other family members.
   d. Others.

6. Who supports your family financially?

   a. Myself.
   b. Myself and other family members.
   c. Other family members.

   ○

7. How much interest do your parents show concerning your study in the Air and Correspondence High School?

   a. Very much.
   b. Much.
   c. Not much, but not little.
   d. Little.
   e. They do not care.

   ○

8. Choose one of the following types of living accommodations which is the same as yours.

   a. Own home with family.
   b. With relatives.
   c. Dormatory by self.
   d. Rented room by self.

   ○

9. If you are employed, how many hours do you work? You may indicate average hours per day.

   a. Seven hours or less.
   b. Eight hours or so.
   c. Nine hours or more.

   ○

10. If you are employed, what amount of money do you earn during a month?

   a. Less than $100.00.
   b. Between $101.00 and $200.00.
   c. Between $201.00 and $300.00.
   d. Between $301.00 and $400.00.
   e. More than $400.00.

   ○

11. When you have finished your work in and have graduated from the Air and Correspondence High School, what do you expect will be the main benefit from your studies?

    a. Financial and academic improvement.
    b. Not sure. But some kind of benefit will be brought about. ○
    c. I do not expect any change.

12. What is the opinion of your co-workers toward attendance at the Air and Correspondence High School?

    a. Much helpful for future - Air and Correspondence High School is the same as regular high school.
    b. Helpful for future - Air and Correspondence High School is not the same as regular high school. ○
    c. Not helpful for future - Air and Correspondence High School is inferior to regular high school.

13. How about the Sunday class? Of how much effect is it to your learning?

    a. Very effective.
    b. Effective.
    c. Not sure. ○
    d. Ineffective.
    e. Very ineffective.

14. Now Sunday classes are held on every other Sunday, what is your opinion on such frequency?

    a. Too frequent.
    b. Frequent. ○
    c. Just adequate.
    d. Infrequent.
    e. Very infrequent.

15. How about the instruction which is offered in Sunday classes? Is it satisfactory?

    a. Very satisfactory.
    b. Satisfactory.
    c. Not sure.
    d. Unsatisfactory.
    e. Rather disappointed.

    ○

16. How about the Sunday class lectures? Are they understandable?

    a. Too hard to understand.
    b. Some trouble in understanding.
    c. Not hard, but not easy to understand.
    d. Relatively easy.
    e. Very easy.

    ○

17. How about radio instruction? Is it effective in your learning?

    a. Very helpful.
    b. Helpful.
    c. Not sure.
    d. Relatively less helpful.
    e. Not helpful.

    ○

18. What is your opinion on the effectiveness of the radio instruction timetable in terms of listening time zone?

    a. Very appropriate.
    b. Appropriate.
    c. Relatively appropriate.
    d. Inappropriate - too early.
    e. Inappropriate - too late.

    ○

19. What is your opinion on the length of radio instruction?

    a. Too long.
    b. Long.
    c. Not long, but not short.
    d. Short.
    e. Too short.

    ○

20. How about the radio lectures? Are they understandable?

    a. Very difficult to understand.
    b. Difficult to understand.
    c. Not sure. ○
    d. Easy.
    e. Very easy.

21. How about the materials for self-instruction? Are they helpful?

    a. Very helpful.
    b. Helpful.
    c. Not sure. ○
    d. Relatively unhelpful.
    e. Unhelpful.

22. How about the number of subjects which are offered in the Air and Correspondence High School? I ask whether it is great or small to manage.

    a. Too great.
    b. Great. ○
    c. Adequate.
    d. Small.
    e. Too small.

23. How about the volume of contents in each subject? Is it adequate?

    a. Too voluminous.
    b. Voluminous.
    c. Not sure. ○
    d. Scanty.
    e. Very scanty.

24. How about the materials for self-instruction? Are they understandable?

    a. Too hard to understand.
    b. I find some trouble in understanding.
    c. Not sure. ○
    d. Easy.
    e. Very easy.

APPENDIX B

(Interview Record - Non-Dropout

This is a sample interview record of participants in this study. For purposes of identifying the persons in the conversations below, "E" will be used for the interviewee and "R" will be used for the interviewer.

First Interview

Interviewer: Ki Hyung Hong

Interviewee: Soon Keum Kwak (Non-Dropout)

Date and Time: July 28, 1981, 3:00 p.m.

Place: Lounge in textile factory in Seoul

I went to the Banglin textile factory to meet Soon Keum Kwak. It is against regulations for an employee to leave factory premises during office hours. However, when I informed the management that this interview is part of the research on the educational policy by the KEDI, the interview was granted. The place for the interview was limited to the lounge in the factory. Soon arrived in the lounge after a short while.

R: How do you do? I am Mr. Hong from KEDI. I'm doing some research on ACHS and interviewing several of the ACHS students for the study. I came to see you in order to collect some data. Your cooperation would be of great help for the current students, such as yourself; future ACHS students will also benefit from the results of this research. Because your employer here may not be aware of your enrolment in the ACHS, I have taken the liberty of informing them that this interview is connected with the future formulation and articulation of the Air and Correspondence High School's educational policies.

E: It doesn't matter whether the factory knows about my enrolment or not. They are not of special help for my enrolment, but are not against it either.

R: I was granted permission to interview you for an hour. Would you care for something to drink?

E: I'll get something.

R: No. The treat is on me. What would you like to drink?

E: I'd like a glass of Coca-Cola, please.

R: I'll go and get some beverages.

(The interviewer then went to purchase 2 cans of Coke from the vending machine in the lounge.)

E: Thank you. I should have treated you instead.

R: How is your work - difficult?

E: Not bad. My job is watching the machine. When the thread is cut I just connect it.

R: Do you make repairs on the machine?

E: There are others who handle repairs. Female workers in the factory only watch the thread.

R: How many hours do you work per day?

E: Eight hours. There are 3 shifts per day.

R: Isn't the work physically tiring?

E: It's not tiring, but it demands a lot of concentration. Sometimes the cuts are quite consecutive and therefore can put the factory in quite a flurry.

R: What is produced in this factory?

E: Cotton mainly. Calico and white cotton broadcloth. I am in the weaving department. There is a spinning department in my area as well.

R: How long have you worked here?

E: About 2 years.

R: What is your salary?

E: 100,000 won ($200.00) per month.

R: How do you spend it?

E: I keep 40,000 for savings and spend 60,000 for living expenses.

R: How much do you send to your parents?

E: No fixed amount. Whenever the need arises, I send money. This year I sent about 230,000 won ($410.00).

R: That's a lot of money.

E: Yes. My father was ill.

R: What was the problem?

E: He likes to drink alcoholic beverages and has stomach problems. In June and July he had to quit work and take a rest. I sent money I had saved at that time.

R: Where is your hometown and where is your father employed?

E: I was born in Sangju in Kyungbuk, but when I was 5 or 6 years old, we moved to Hwang Jee. My father worked in the coal mine for 20 years.

R: What kind of work is he presently doing?

E: I understand he's doing some kind of supervising job for the miners although I know it's not office work.

R: Something like a foreman?

E: I guess so.

R: Is his salary sufficient for your family to live on?

E: It's not very good, but enough to live on.

R: How much does he make?

E: About 200,000 won.

R: What is your father's educational background?

E: I'm not sure. Possibly an elementary school graduate.

R: How about your mother?

E: She had some grammar school

R: Your sister?

E: She graduated from junior high school.

R: Is your sister enrolled in an ACHS as well?

E: No.

R: Why not?

E: She said she didn't want to.

R: Did you complete junior high school?

E: Yes.

R: When did you graduate?

E: In 1978 when I was 17.

R: Where did you attend elementary school?

E: Hwang Jee Elementary School.

R: When was that?

E: In 1975 - I was 14 years old when I completed grammar school.

R: When did you enter the ACHS?

E: In 1980.

R: So you didn't go to any school after junior high school?

E: No.

R: Where are you studying now?

E: I reside in the dormitory of this factory.

R: How many people stay there?

E: The rooms are large in the dormitory, so around ten people can be accommodated in each room.

R: Where do you eat?

E: In the cafeteria of the factory.

R: Is the food palatable?

E: Unappetizing. You force yourself to eat it.

R: How much do you pay for your room and meals?

E: It's not expensive. About 60,000 won per month.

R: Is your mother working at present, outside the home?

E: No. She takes care of the household.

R: What grades are your siblings in?

E: One younger brother is a freshman in the technical high school and another is in fourth year elementary school (honorary certificate). My youngest sister is in first year of the junior high school program.

R: It appears that they require a lot more education.

E: That's why my sister and I send some money at the

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beginning of the school year.

R: Then can you afford the ACHS fee?

E: The ACHS fee is not too expensive, so I can afford it.

R: Are there any problems for you in attending the ACHS?

E: There are some other people in the dormitory who attend the ACHS, so it's not a big problem. The difficulty is having to change your shift at work every week. When I'm working night shift, I don't feel like studying. My head just isn't clear enough to study.

R: Do you always attend the class lectures?

E: Yes, usually.

R: How frequently do you miss class?

E: Last year, I missed 2 or 3 lectures. This year I have only been absent once.

R: How do you find the radio lectures?

E: They're okay.

R: How often do you listen to the radio lectures?

E: I rarely miss them.

R: How much time do you spend studying at home?

E: One hour and a half per day.

R: Why did you miss the in-class lecture?

E: With working all week, except on Sunday, occasionally situations arise which must command my total free time on Sundays and, therefore, I must miss classes.

R: Do you intend to complete the ACHS?

E: Yes.

R: What are your plans after graduation?

E: I'd like to go to AC College, but I don't know yet.

R: Is it because of the amount of studying?

E: Partially due to studies, but ....

R: Is there any other reason?

E: Yes. I might be required to pay for my brothers' education.

R: Do you feel it's okay to sacrifice your finances for your own education so your brothers will have an education?

E: Yes.

R: Why is that so?

E: I'm a girl and they are boys. It's okay for a girl not to be well educated, but I think a man should be as well educated as possible.

R: Hove you missed any school because of your job?

E: Yes.

R: On what occasions?

E: We have extra duties on some Sundays. I feel very frustrated on these occasions.

R: Does your company allow for any conveniences for the ACHS students?

E: There are other employees attending night school besides ACHS students, which makes it difficult for the company to concede to our requests for time off to attend classes all of the time. Those students attending night school, however, are not required to do night shift. The company does not have any knowledge as to which employees are enrolled in ACHS. Besides, the rules of the company are that no outside interests or involvements should interfere with the job.

R: Thank you for your time. Would it be possible for me to interview you again?

E: Certainly.

R: What is a convenient time for you?

E: Any time is fine with me.

R: When are you off today?

E: At 6 p.m.

R: Could I speak with you then at 7 p.m.?

E: Okay.

R: Where shall we meet?

E: Any place is fine.

R: How about having dinner? The treat will be on me. We can talk then. Shall we meet in front of the station at 7 p.m.?

E: Okay.

R: I'll meet you at 7 p.m. in the waiting room of the station.

Review of the First Interview

Soon was passive but provided clear answers whenever asked. Even though she was wearing work clothes, she was well groomed and courteous. She seemed to have a very positive attitude towards herself. The statements she made in the interview seem reliable. It appears that the interviewer was able to establish a rapport with Soon without much difficulty.

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The interviewer was able to gather general information during the interview. The topics covered were home environment, accommodation, job income and the ACHS. However, due to the limited amount of time and the job setting, it was difficult for the interviewee to generate voluntary statements and prevented in-depth probing by the interviewer. In-depth information will be sought in the second, third and, if necessary, fourth interview. An interview with the sister of Soon Kwak will be considered.

The next interview needs to focus upon how she grew up, her life as an elementary school student, why she quit her studies after junior high school, her reasons for enrolling in the ACHS program, factors which presently assist her in maintaining her ACHS studies. However, the interviewer decided to be patient without pushing the interviewee so that she could speak voluntarily. She appeared to be shy, even though she saw her situation on a positive note. Thus, the next interview will pay more attention to building a rapport than to information collecting.

The Second Interview

Interviewee: Soon Keum Kwak

Interviewer: Ki Hyung Hong

Date and Time: July 30, 1981, 7:00 p.m.

Place: The Train Station

Before the second interview, the interviewer studied the result of the first interview. The interviewer showed up exactly on time. The waiting room in the station was crowded as usual.

R: Miss Kwak, Miss Kwak.

E: You're here already. I thought you might not be here yet.

R: Thank you for coming. Have you had dinner?

E: Not yet.

R: Shall we go and have dinner?

E: Yes. I'm sorry I didn't treat you well.

R: Not at all. I spoke with you on business matters. Moreover, the location was the factory.

E: Nevertheless, I felt badly after you left.

R: Is the food you get in the cafeteria enough?

E: Yes. Girls don't eat much.

R: What kind of food do you like?

E: Anything is fine.

R: Do you like meat dishes?

E: They're okay, but I prefer lighter meals.

R: Shall we go to a Japanese restaurant then?

E: That sounds good.

(The interviewer took Miss Kwak to a Japanese restaurant.)

R: Do you get many opportunities to go away from the factory?

E: Not much. For the money I'm making, a few meals would

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cost me a fortune. Unless someone treats me on special occasions, I never eat in restaurants.

R: Do you go out with your friends?

E: Sometimes.

R: Where do you usually go?

E: Just looking around. Most of us are new here and come originally from rural areas. We go to visit the Chung Kyung Palace, the Mount Nam or to the park. Those who have grown up in Seoul often go to the theatre, but I rarely go out.

R: Why not.

E: It costs money to go out.

R: Where do you but clothing or things like purses?

E: We go to the open market most of the time.

R: Have you been downtown to a department store?

E: Yes.

R: Have you ever purchased anything there?

E: There are many things I would like to buy there, but those goods are beyond my financial reach. A pair of shoes cost more than 30,000 won and some dresses cost several hundred thousand won. On a salary of 100,000 won per month, that's just out of the question. We just go there to window shop on Thursdays. I try not to go there though.

R: How long has your sister been working at the textile factory?

E: We started together in March, 1979.

R: Do you stay in the same room?

E: Yes.

R: Don't you want to return to your hometown?

E: At the beginning, I was homesick, but now I rarely feel that way. Even if I did go back home, it's just too boring there, You feel so uncomfortable around the house when you see the difficulties my parents face every day.

R: What would you like to eat?

E: Nothing in particular.

R: How about some broiled fish?

E: Okay.

R: Do you like fish?

E: Yes.

R: I'm sure you rarely get fresh fish in your hometown.

E: That's right. It is expensive, too. Much more expensive than here.

R: I think that is because yours is a mining town.

E: Correct.

R: Is your family getting along well?

E: Yes. We don't have any family problems. Only grandmother is a bit of trouble.

R: Is that your maternal grandmother?

E: Yes. That's why she isn't on good terms with my father. She's over 70. She didn't have any sons so she came to stay with her daughter. But she got into trouble saying that father is not her own son. Father is usually tolerant, but he is quick-tempered. So we sometimes have loud quarrels.

R: Do you feel that your family provides a good environment?

E: They are good people, but we don't have a role model. And my grandmother always complains about the fact that my father is not her own son. I don't think that I have a good home environment.

R: Do you think that finances influence the environment?

E: I don't think money is that important. The family should be built on spiritual understanding rather than on a material basis. As a student, I sometimes wish someone would help me in my family when I don't understand the text.

R: Do you ever wish you were born into another family?

E: Never. My wishes are to work hard so that I can take care of my parents well and help my brothers so that they can have all the education they want. Sometimes I think I would like to save some money and go back home. At other times, I'd like to get married and settle down here. I really don't know what I want.

R: When do you plan to marry?

E: When I'm over 25 years old. Prior to that, I would like to study as much as possible. After ACHS, I'd like to continue my studies at AC College.

R: Do you think the material that you have learned at the ACHS will help you in the future?

E: Yes. I don't consider the diploma as the most important thing. However, the knowledge I have obtained in ACHS will be of help to me when I get married in the future.

R: Do you have any plans prior to marriage?

E: No. I'm going to work in this factory until I get married.

R: Do you have a boyfriend?

E: No. There are many opportunities to meet eligible men, but I avoid these opportunities deliberately in order to concentrate my time on my studies. I feel my studies are my priority at this time.

R: Why couldn't you go to a regular senior high school?

E: My family was well established when I was born. When I was in junior high school, the family was prosperious with no specific problems, but in my senior year of junior high school, my father required surgery due to peritonitis. At that time, we spent all our savings on medical care and, consequently, our finances were totally depleted. Moreover, my father was 48 years old, which is only 5 years away from compulsory retirement. He is now 51 years old. But I really wanted to go on to senior high school. I went to the commercial high school and tried their entrance exam and passed it. However, my father asked me not to enroll for financial reasons. I wanted to go, but decided to follow my father's advice. Up until I came to Seoul, I stayed at home.

R: How did you decide to come to Seoul?

E: My sister, who is 3 years older than myself, and I were both living at home after completing junior high school. The fact that two grown girls were just idling around the home made us very uncomfortable, especially as the family's financial situation was increasingly deteriorating. By that time, my sister had some friends who had obtained jobs in Seoul in the factory. We had heard that some of these friends were attending night school. So we saved our money and came to Seoul. When we first came, we rented a room in a boarding house where the landlord suggested we try to find jobs at the textile factory. After we got our jobs, we moved into the dormitory at the factory.

R: Do you have any friends here from your hometown?

E: There are several here from my hometown. We work for various companies.

R: What kind of work do your friends do who work for the company?

E: I'm not exactly sure. Something like answering the phone and running errands, I guess.

R: What would their educational background be?

E: Most of them are senior high school graduates.

R: Did many of your friends in junior high school continue their studies and complete senior high school?

E: My grades were always good in school. In elementary school I was an honour student and even in junior high school, I was always near the top of my class. All my friends in school had similar academic standings and went on to senior high school

R: What type of courses did they take in senior high school?

E: Most of them are in commercial studies in high school. A few are in other programs, but most went into the commerical field so that they can go on to university if they want to in the future.

R: Then they all were able to get jobs after graduation?

E: Some are employed while others stay at home.

R: Where do they work now?

E: Some stayed at home in Hwang Jee. Others went to the larger cities like Seoul, Pusan, Taegu.

R: Did any of your very close friends not go to senior high school?

E: None.

R: Do you keep in touch with those friends who have graduated and now are employed?

E: Yes. We still maintain our friendship, but we don't see each other very often. I try not to see them.

R: Why not?

E: Well, you could say because of an inferiority complex.

R: Can you tell me how you entered the ACHS?

E: After I was employed here for a while, I felt like continuing my education. As I previously mentioned, some employees here are attending night school and others are enrolled in the ACHS. After thinking about my studies for some time, I decided to apply for enrolment at the ACHS.

R: Which program has the highest ratio of students employed in this factory? Night school or the ACHS?

E: More girls are enrolled in night school.

R: What made you choose ACHS?

E: Nothing in particular. I thought ACHS would be better for me as it is liberal arts oriented rather than the commercially oriented night school program.

R: Why did you choose liberal arts?

E: If possible, I would like to go to AC College.

R: Do you really have strong aspirations to attend college?

E: If the situation permits, I would like to.

R: What situation are you referring to?

E: My family's financial situation. If my family can handle my brothers' education and have sufficient funds to live on, then I can go to AC College.

R: Are you willing to give up your own wishes to attend college if finances are not available for your brothers to attend college?

E: Yes.

R: Are you having any problems in your studies in the ACHS?

E: There are times when I have difficulties with the radio lectures and times when I am required to skip class due to my job. Last December I had to miss class for a month because my sister was ill with tuberculosis. She was hospitalized for fifteen days and, even though she had medical insurance coverage, we still had to spend 300,000 won. Of course my sister had saved some money.

R: Did you spend your money as well?

E: Only 20,000 won. But the psychological burden as well as physical exhaustion were unbearable. This was probably the worst period of time we have had in Seoul. I felt so sorry for her and cried a lot. I was quite frustrated because I missed a month of classes. I was unable to take the term exam.

R: How do you find studying in the ACHS?

E: With preparation you can understand the lectures by radio. Without preparation, you are completely lost. I don't know what it is like for others, but for me I find it difficult. I am doing continuous preparation and review. The text is clear and easy to understand, but the ACHS materials are a little difficult, although helpful

R: How are your marks in ACHS?

E: At first I was about 20th, but later I was above the 10th in the class.

R: There are 60 students in the class, aren't there?

E: Yes.

R: Have you noticed any changes in yourself after your enrolment in the ACHS?

E: Yes. There are big changes. First of all, I was freed of the inferiority feeling that I couldn't attend senior high school. When I realize that I am now a senior high school student, I feel very happy.

R: Do you see any deficiencies in the ACHS program as compared to the regular senior high school program?

E: There are some differences; regular high school is better, but the ACHS program is good and as long as I maintain my studies and work hard, there are very few difficulties.

R: Have you ever wanted to drop out of the program?

E: Never. Whatever happens, I have made up my mind to graduate.

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R: Do you have any concerns or complaints regarding the lectures by radio, in-class lectures, or distribution of mail-in supplementaries?

E: There are many problems. For instance, the time of the day which the lectures are aired on the radio is frequently too late. I feel there should be more in-class lectures. I find the class lectures are the most effective for us to learn and understand the material. One thing I really want to point out is that the ACHS doesn't have any system or policy to guide and help students when they have individual problems. Although, the ACHS is different from regular school, it is managed in the same way. There are many teachers who don't even know the students' names. Those who attend ACHS live already under difficult conditions. In the present system, it is very difficult for us to adjust.

R: Do you feel the need to consult your teacher about personal problems you may have?

E: Yes.

R: Have you attempted to do this?

E: No.

R: Why not?

E: I couldn't because the opportunity never arose at the right time.

R: What do you mean by the right moment?

E: When I get to class, my teacher is always busy. It never looks to me like he has any free time.

R: Why don't you go and speak to him at another time?

E: I don't have time because of my job.

R: Have you ever discussed your ACHS studies with your family?

E: Just with my sister.

R: Does she encourage your studying?

E: She says to continue my studies if I really want to.

R: Why does your sister no enroll in the ACHS program?

E: Her health is not good and she doesn't want to.

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R: To whom are you closest in your family?

E: To my father. Although he is quick-tempered, he is very good to his daughters.

R: Who do your brothers like better?

E: My brothers take me seriously. I think they feel more comfortable with me than with my sister.

R: Why haven't you consulted your father with regard to your ACHS studies?

E: I am studying through my own financing, so I don't want to bother him. He felt very badly that he didn't allow me to attend a regular high school program after I had been so insistent.

R: Is the ACHS tuition too expensive for you?

E: I think I can manage the finances.

R: Thank you very much for your time and information. Shall we go?

E: Okay.

(In appreciation of Soon's time and verbal input, the interviewer purchased a pair of sandals for her en route back to the factory.)

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APPENDIX C

(Interview Record - Dropout)

First Interview

Interviewee: Young Soon Lee (Dropout)

Interviewer: Ki Hyung Hong

Date and Time: July 26, 1981, 10:00 a.m.
Place: Young's Residence

The interviewer checked the municipal directory for Young's address. This check showed that Young lived in an area of the city for lower class citizens. The location of the house was on the city fringe in a area where many of the houses were run down and unkempt; Young's house was no exception. It contained three bedrooms, a corridor and a traditional kitchen. The yard was small and had a pump in the middle of it. Indications showed that Young and her family were poor, but not poverty-stricken. When the interviewer visited the house, Young's parents and her teenage brother were present. Young was found to be sewing in one of the rooms with her mother, while the father was lying down in the master bedroom. When the interviewer addressed the occupants of the household, the mother greeted him, but the father remained in the bedroom.

R: How do you do? Is this the Lee residence?

E: Yes it is. Can I help you?

R: I am from KEDI. We are presently doing some research on the students in the ACHS. I have come from Seoul to interview some of the students who went to the ACHS and I would appreciate it if you'd let me talk to Young.

E: Yes, you may. Young, there's somebody here who wants to see you. Please come out for a minute.

R: How do you do Young Soon Lee. As you may have heard, I have come to talk with the students who went to ACHS in order that we may improve the ACHS's present system. After studying the Student Records in Cheongju Senior High School, I became interested in your case. The aim of this research is to create a better situation for future students of ACHS; your cooperation as a senior member (of the ACHS) will be of great help.

E: But I went to ACHS for only a year.

R: That does not matter. In fact, I'd like to hear about that.

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E: Please come in. (She showed me to a room which appeared to be her own.)

R: Would it be possible for me to have a glass of water? I've walked quite a way in this hot weather.

E: Sure. (She went to get the water from the pump in the yard.)

R: This is very good water. But doesn't the city pipeline come to this area?

E: Yes it does. But the water does not taste as good as the water you can get from the pump. Nobody in this area drinks the faucet water.

R: I see. This area looks like the periphery of the city. Are there farms nearby?

E: Yes, there are many.

R: Does you family run a farm?

E: No, my father owns a shop.

R: Is the man in the other room your father?

E: Yes, he is.

R: What type of business does your father have?

E: He has a wholesale shop.

R: Your father is at home. Is this his day off?

E: He's a wholesaler in the fish market. He works from dawn until 10 a.m. After That he usually stays home.

R: I see. And how is his business?

E: I believe it's fine.

R: Do you have any brothers or sisters?

E: My elder sister is married and living in another city; and my two younger brothers are living at home.

R: How old is your sister?

E: She is 26 years old.

R: And yourself?

E: I am 20 years old.

R: Your brothers?

E: They are 17 and 14.

R: How about your parents?

E: My father is 50 and my mother is 48.

R: Does your mother stay at home or does she help your father?

E: She usually helps my dad. In the morning it is very busy and the work requires more than one set of hands.

R: What is your father's educational standard?

E: He went to grammar school.

R: Did he finish?

E: I don't know exactly, but I assume he finished school.

R: How about your mother?

E: I don't think she went to school.

R: Your sister?

E: She graduated from intermediate school.

R: How about your brothers?

E: The eldest one is a freshman in the Bukang Senior High School and the youngest one is in the intermediate school.

R: Is your family well-to-do?

E: We are managing all right. Around here we earn enough to live on.

R: Where did you go to intermediate school?

E: I went to the Cheongju Girl's High School

R: When did you graduate?

E: In February of 1976.

R: When did you enter ACHS?

E: March, 1979.

R: What did you do in between those dates?

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E: I just stayed at home.

R: Where did you go for your Elementary School?

E: Cheongju Girls Junior High School.

R: When did you graduate?

E: February, 1973.

R: So you attended Cheongju Girls High School and Intermediate School at a regular pace?

E: Yes, I did.

R: Why didn't you go to High School?

E: I didn't want to and my parents told me not to.

R: Why then did you enter the ACHS?

E: By the time I graduate from the intermediate school, I didn't want to go to high school. But after staying at home for three years, I found myself having trouble getting along with those who attended high school. So I thought I might go to high school and graduate.

R: What are you doing these days?

E: Nothing in particular. Basically I stay home and sew.

R: In this hot weather? I noticed both you and your mother sewing. Is this in preparation for your wedding?

E: (blushed)

R: So I guessed correctly. When is the wedding?

E: Some time this fall.

R: What does the groom do?

E: He graduated from the Cheongju Technical High School (Trades) and worked in a company before he was drafted into the army.

R: Will he be discharged soon?

E: Yes, in October.

R: Is he a technician?

E: Yes, an electrical technician.

R: Congratulations. You must be busy with all the preparations.

E: Is there anything else you'd like to know?

R: Yes, there are several other items.

E: I am expecting some guests soon. It wouldn't be proper for me to have a male guest present.

R: I see, is it possible for me to talk with you another time?

E: After lunch, I am able to go to town.

R: I'd appreciate that. Where can we meet?

E: Do you know the city well?

R: No, I don't.

E: You went to Cheongju Senior High School, didn't you?

R: Yes, I did.

E: Nearby Cheongju ACHS there's a bakery called Bush. On the second floor of that bakery is a tea-room called Meeju. How about 2 p.m. at Meeju?

R: That will be fine.

E: I'm sorry to put you to all this trouble.

R: Rather, I should thank you. If you can meet me at 2 p.m., I'd appreciate it. By the way, I'd like to say good-bye to your parents.

E: Mom, can you come here for a minute?

R: I will say goodbye for now, Young. Mrs. Lee, if it's possible, could you tell me about your daughter when she was younger.

E: Are you finished talking with Young yet? We have lots to do these days.

R: I heard about it, congratulations.

E: Thank you. But I'm sorry we couldn't help you much.

Report on the First Interview

The first interview with Young can be regarded as successful. Even though she was passive in that she only answered questions of the interviewer, it appears that the good rapport established with her will later bring out enough descriptive information.

Young was poised and relatively open during the interview, but she appeared to be conscious of the others in the house. This attitude can be easily attributed to her situation as a future bride, as well as to her personality. She did not strike me as being a smart person and appeared at the interview in her regular housecoat.

The information from the first interview can be summarized as follows:

1. How she decided to go to the ACHS;
2. Demographic and educational sketch of the family;
3. Socio-economic status of the family;
4. Her present life and future plans (wedding).

Issues to be dealt with in the second interview are as follows:

1. Improvement of the rapport;
2. Young's school days;
3. Motive for going to the ACHS;
4. The ACHS days;
5. Reasons for dropping out;
6. Family's influence on Young's education.

Second Interview

Interviewee: Young Soon Lee

Interviewer: Ki Hyung Hong

Date and Time: July 26, 1981, 2:30 p.m.

Place: Tearoom Meeju & North Park in Cheongju

(Young appeared thirty minutes late in the Tearoom. The room was quite comfortable as it was air-conditioned.)

R: Nice to see you again. I've been waiting for you.

E: I'm terribly sorry for being late.

R: Is something wrong with your eyes, they look swollen?

E: I have a virus infection in my eyes. I believe I got it from my younger brother.

R: I'm sorry to hear that, it must be very irritating.

E: It's terrible.

R: How's your preparation for the wedding?

E: There are so many things to do even though we don't intend to prepare very much.

R: What do you need to prepare?

E: Things like new clothing, bedding and so forth. I asked for a refrigerator, but I don't believe I'll get that.

R: Who's idea is the wedding?

E: Mother's. She contends that a girl needs to be married at the right age in order to get a good husband.

R: How many of your friends are married?

E: I have five intimate friends dating back to my elementary school days. We were in the same school up until the intermediate level. Then they all went to high school, except me. There are four of my friends in Cheongju ACHS and one friend in the Daesung Girl's Senior High School. I don't believe any of them are married. When I met some of my old schoolmates, they told me that the girls who didn't go to high school were already married, some already having two children. Where I live, the girls my age are preparing for their weddings.

R: How old was your sister when she married?

E: She was 20.

R: What does your brother-in-law work at?

E: He's working at Dae-jun Leather Industrial Company.

R: You are one year later in getting married, even if you have your wedding this fall.

E: That's correct.

R: Do you keep in touch with any of your five friends you previously mentioned?

E: After graduating from intermediate school, we met on several occasions. But since they stayed in high school and I did not, I didn't enjoy their company as before; so now I avoid them. I haven't seen them for quite some time.

R: What are they doing now?

E: Four of them are working for some company and one is at home.

R: Why didn't you go to high school?

E: My parents told me not to go and, since I didn't fancy it very much, I decided not to. But I regret it now.

R: Why didn't your parents want you to go? Was it because of the financial situation?

E: I don't believe so. I still believe that if I had been determined to go, I could have persuaded them to let me. They thought it was not necessary to send a girl to high school. Our family is not doing financially well now, but my brother is at high school.

R: He entered the Bukang Technical High School this year, didn't he?

E: It has been suggested that he should go to a technical school and prepare for a future job, since high school is the only education they can afford to give him.

R: Who's idea was that?

E: Mainly my father's.

R: It seems as though he had no intention to pass on his business to his son?

E: The wholesale business in fish retail is quite difficult. My parents didn't want their children to continue that type of menial work. We have a large electronics factory complex in Cheongju and so whenever you learn certain skills and techniques, you can get a

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job there very easily.

R: Why do you think it's enough for a girl to have education only up to intermediate school?

E: What's the use of having higher education when the girl gets married anyway? My parents believe boys need high school, but for girls intermediate school is enough.

R: What is your opinion?

E: I didn't do well in school. I tried, but I was always below the average. Once I was near the bottom and I almost went crazy. Some nights I stayed awake for a long time, wondering how I could make others think I was a good student. Maybe I don't have brains. However, I did do well in the art class (painting). Once in grammar school my painting was selected in the school contest. I found it to be somewhat of a consolation because I was envied by some of those students who did not do well. For my intermediate school, I went to the Cheongju Junior High School. At that time we didn't have exams. I enjoyed Korean Literature and also the English teachers. I tried very hard to improve my grades, but was not successful and so when I was a senior, I didn't have any confidence in myself or my academic ability. The only subjects I did have confidence in were my art classes, such a music, painting, and Home Economics. Those I was doing okay in. Because of my poor class standing, I eventually lost my interest in going to high school, using the excuse that my parents didn't want me to continue. I then gave up. However, those two, three years at home made me miserable. I didn't have any friends and I didn't want to work in a factory. Meanwhile, I got the idea that I could go to the ACHS. I liked the idea of not having to go to school every day and that I didn't have to be embarrassed in class when I failed to answer the teacher. My parents, especially my father, were against the idea, saying that they couldn't see the need for me to learn any more. I never succumbed to their way of thinking because I felt so miserable without having any friends. All of my best friends would be high school graduates, while I would only be a graduate at the intermediate school level. It hurt me a lot to avoid my friends. After arguing with my parents for several days, I gave them an ultimatum: That if they refused to allow me to go, I would run away. They finally gave in with one condition, that they wouldn't give me much in preparation for my future wedding. I went to the ACHS. There were lots of older people there, with myself being one of the younger generation. I didn't have to work at a job, but instead I was allowed to study all that I needed and to attend class lectures every other week. With these advantages, I was high in

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spirits and expectancy when I started the ACHS. That feeling was very different from those I had when I started in elementary and high school. Nevertheless, I became disappointed after a month's time. There was a lot of material that I could not understand in the radio lectures. Even after consulting the texts, there was still a lot I had missed. The Sunday classes were worse. I was at a loss and didn't know what to do. Maybe I'm not destined to graduate from high school, I thought. The ACHS has a unique way of teaching, but it doesn't have any policy of student guidance. I don't believe ACHS should continue its delivery of formal schooling without devising some guidance policy. How to study for a special school such as the ACHS, as well as how to prepare for in-class lectures, needs to be taught. Another problem in the ACHS was the psychological distance between the students and the teachers. Sunday classes should demand that the teacher know something about the individual students, I guess. There seems to be a lot of guidance problems in the ACHS.

R: Did you make any friends at the ACHS?

E: None. Even the names, I only knew a few.

R: Did you ever mix on any occasion with other students?

E: Never. I didn't have any opportunity.

R: Were there any extra-curricular activities such as one-day excursions and schooldays?

E: We had a one-day excursion at the beginning of Autumn.

R: Did you participate?

E: Yes, I did.

R: How was it?

E: Very interesting. I think we need more of those occasions since the relationship between students and teachers, and among students, became quite close. We all really enjoyed that outing.

R: Why did you quit the ACHS?

E: Near the end of the first year, I seriously began to consider quitting. I could keep up with the text materials and I worked hard, but some of the material I just could not figure out. I could have consulted the teacher in the in-class lecture every other week, but I was prevented from doing so because of the possibility that he might scold me for not understanding such an

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easy lesson, and also by the distance between the teacher and myself.

R: Wasn't there a student counselling centre?

E: Yes.

R: Are the ACHS students allowed to use the centre?

E: I heard we were able to.

R: Have you visited it?

E: No.

R: Did it occur to you that your might want to discuss your problems with the counsellor?

E: Yes.

R: Why didn't you.

E: We had the counsellor from intermediate school. Nobody liked to go there because they said they couldn't do anything about your problem. Instead, they only tried to find the secrets out from you, so I heard.

R: Have you ever been to the counsellor's office at junior high school?

E: No.

R: Did you know your teacher in the ACHS?

E: We didn't know each other very well. He knew my name and what I looked like. During my second year, I was absent for quite a while and he sent me a letter. By the way, I met him on the street a few days ago.

R: Who was your teacher?

E: His name was Yung Jae Yoo.

R: Did you like his as a teacher?

E: He was alright. I think he paid extra attention to us ACHS students. He was very nice. But I would have liked him better if he had been female.

R: When you met him last time, who said hello first?

E: He did.

R: Did he see you first?

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E: No. I did, but I was going to avoid him?

R: Why did you want to avoid him?

E: I felt embarrassed to see him.

R: How come?

E: I was ashamed because, unlike the others, I dropped out.

R: Have you thought about going back to the ACHS?

E: Well, I don't know.

R: Have you ever contacted the school or the teachers to discuss going back to school?

E: No.

R: Thank you very much for your time. I think you'd like to go back.

E: Yes.

R: I thank you again.

(I paid for the tea and left the Tearoom with Young. On leaving, I suggested we have some ice cream at the nearby park. Young accepted the offer. The park was a type of playground situated in the middle of the city. Near the entrance to the park was the Cheongju Girl's High School. The following are the contents of the interview from the time of entering the park to the time of departure.)

R: Is the Cheongju Junior High School located next to the Cheongju Senior High School?

E: That's correct.

R: Then you must have come to this park quite often?

E: Yes. After school myself and others came. We sometimes played, read books and sometimes we sang along.

R: How long ago was this park built?

E: Quite some time ago, I believe. They had it redecorated a few years ago. By the way, is this your first time in the city of Cheongju?

R: I used to pass through Cheongju on my way to Songlee mountain. Also, with matters relating to the ACHS, I have had to come to Cheongju a couple of times. But I left as soon as the business was over, so I was not able to get to know Cheongju very well.

E: If I'm not to get married, I could show you around.

R: I'm sorry to hear that. When are you going to see the groom again?

E: I think it will be sometime in October, after he's discharged. He is presently stationed on the front. I heard he wouldn't be able to have holidays before his discharge.

R: How come you are getting married to a man you have rarely met? I thought that didn't happen very often these days.

E: Mother strongly insisted. So far my life has been strictly controlled by my mother.

R: Who is closer to your mother, you or your sister?

E: My sister, I guess. After she got married, mother started turning most of her attention on me, which I'm not happy with. I want her to give me less attention for there's too much interference right now. After all, I'm getting married to the man whom she insisted on.

R: Are you satisfied with your wedding?

E: I'm not satisfied, but I can't say I'm dissatisfied either. For my background his conditions seem okay and he appears to be decent. Furthermore, getting married early would be better than doing nothing at home and getting old. The only thing I'm not happy about is that the marriage was decided on mainly to mother's insistence. I felt a little bad because she decided to give away her daughter to a man she doesn't know very well.

R: Would you like to continue your schooling after the marriage?

E: That remains to be seen after the marriage. If possible, I wouldn't mind. But studying has never been easy for me. Unless something special happens, I believe it will be difficult to go back to school.

R: Are you usually confident in the things you do?

E: Well, not really.

R: Does that include more than just your study?